DOCUMENT RESUME

ED 255 404 SO 016 229

AUTHOR	Fritsche, JoAnn M.
TITLE	Toward Excellence & Equity: The Scholarship on Women as a Catalyst for Change in the University.
INSTITUTION	Maine Univ., Orono.
SPONS AGENCY	Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE	84
NOTE	350p.
AVAILABLE FROM	Equal Opportunity and Women's Development Programs, 324 Shibles Hall, University of Maine at Orono, Orono, ME 04469 ($10.00).
PUB TYPE	Guides - Non-Classroom Use (055) -- Collected Works - General (020) -- Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adoption (Ideas); Case Studies; *Change Strategies; *Educational Change; Educational Needs; Educational Strategies; Equal Education; *Females; Feminism; Financial Support; Higher Education; *Integrated Curriculum; Political Issues; Program Descriptions; Program Evaluation; Program Implementation; Resource Materials; *Sex Fairness; Student Attitudes; Teacher Attitudes; *Womens Studies
IDENTIFIERS	Feminist Scholarship

ABSTRACT

This handbook was designed to help educators in higher education initiate a project that will integrate women's research, values, and perspectives into the curriculum and promote equity for campus women. There are six chapters. The first chapter examines ways to develop support for a curriculum project. Separate sections discuss rationales and specific steps to take to gain faculty and administrative support. Chapter 2 presents principles and methods of implementing a pilot project. The third chapter offers suggestions for securing support to ensure project continuation and eventual institutionalization of project goals and strategies. Chapter 4 presents the experiences of some project coordinators, who describe the risks, difficulties, and rewards of developing and coordinating curriculum integration projects. In the fifth chapter, five experienced faculty members tell how students and colleagues responded when faculty presented courses in which academic feminist scholarship and values were integrated. The concluding chapter contains three essays that explain how a curriculum integration project can be related to the objectives of facilitating change in the institution. Assessment instruments for project evaluation are provided in the appendix. A bibliography of resources is also included. (RM)

****

* Reproductions supplied by EDRS are the best that can be made *

* from the original document. *

****

ED255404

TOWARD EXCELLENCE & EQUITY:

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
JoAnn M. Fritsche

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Scholarship on Women as a Catalyst for Change in the University

by JoAnn M. Fritsche

SO 016229

TOWARD EXCELLENCE & EQUITY:

The Scholarship on Women as a Catalyst for Change in the University

by

JoAnn M. Fritsche

Additional Contributors

Deborah Pearlman
Lucy Morros
Paula Morris
Annette Lopez
Mary Jean Green
Brenda Silver
Joanne Clarey
Cathryn Adamsky
Christina Baker
Jerome Nadelhaft
Ruth Nadelhaft
Raelene Shippee-Rice
Dona J. Lethbridge
Eleanor Humes Haney

The development of this handbook and the Leadership for Educational Equity Project as a whole were supported by a grant from the Women's Educational Equity Act Program of the U.S. Department of Education.

University of Maine at Orono
1984

BEST COPY AVAILABLE

Copyright © 1985 by University of Maine at Orono, Orono, Maine 04469. All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, whatsoever, whether electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the publisher.

Comments and questions may be directed to JoAnn M. Fritsche, Director of the Equal Opportunity and Women's Development Programs, 324 Shibles Hall, University of Maine at Orono, Orono, Maine 04469.

Discrimination Prohibited: No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or so treated on the basis of sex under most education programs or activities receiving Federal assistance.

The activity which is the subject of this report was produced under a grant from the U.S. Department of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement should be inferred.

TABLE OF CONTENTS

Page

Introduction. xvii

Organization of This Handbook. xx
The Major Issues xxi
Where the Recommended Approaches Were Tested xxiii
Integrating the Scholarship and Perspectives of Women into the Curriculum xxv
Why You Should Use an Inclusive Process. xxvii
Terms and Definitions Used in This Handbook. xxix
How You Can Contribute to a National Effort. xxxi
Figure 1 xxxii
Figure 2 xxxiii
Figure 3 xxxiv
Notes. xxxv

Chapter 1: Developing Support for a Curriculum Inclusion Project 1

Section A: Why Integrate Women into the Curriculum?. . 3

Section B: How to Start a Curriculum Inclusion Pilot Project: Case Studies 6
Case Study 1. 6
Background regarding Women's Studies 6
Steps Taken to Develop Faculty and Administrative Support. 7
The Proposed Pilot Project Design. 10
Case Study 2. 13
What We Learned from the Two Case Experiences . . . 19
The Other Field Tests 20

Section C: What Are the Major Steps to Take? 22
Principles of Planned Change Underlying the Major Steps. 23

Section D: How to Prepare to Convince Others of the Need for a Curriculum Inclusion Project . . 26
Suggested Ways to Prepare 26
Recommended Objective 27
Examples of Statements to Relate the Project to Broad Educational Commitments. 28

Section E: How to Identify Co-Leaders. 30
Suggested Ways to Prepare 30
Skills, Information, and Leadership Styles Needed 32
If You Are Not a Member of the Faculty or Academic Administration. 33

Page

Steps to Take to Involve the People You Identified as Co-Leaders 34

Section F: How to Develop the Interest and Support of Faculty Opinion Leaders. 38
Suggested Ways to Prepare 39

Section G: How to Develop the Support of a Key Administrator 43
Rationale 43
Preparing to Negotiate. 43

Section H: Naming the Project. 48

Section I: How to Plan a Pilot Project 51
General Guidelines for Planning a Pilot Project . . 51
Suggested Pilot Project Activities. 51
Summary of Suggestions for Planning and Organizing a Pilot Project 52
Planning the Pilot Project's Design: Four Objectives and Suggested Activities for Each . . 54
Preliminary Budget for the Pilot Project. 58

Section J: How to Request and Secure Funds 59
General Recommendations 59
Exploring Possible Sources of Funding 61
Estimating the Costs of Your Proposed Project Activities 61
Developing the Written Proposal 63

Section K: Key Steps to Take: A Summary. 66

Notes. 68

Chapter 2: Implementing the Pilot Project 71

Section A: How to Foster Both Awareness and Quality 73
Suggested Ways to Begin 73
The Process of Change--Slow and Developmental . . . 76

Section B: How and Why to Develop an Advisory Committee 78
Thinking about an Advisory Committee: An Exercise . 78
Should you Use an Existing Committee. 82
The Question of Using a Committee from the Women's Studies Program. 82

Page

Section C: How to Develop a Broad Base of Faculty Support . . . 85
  Suggested Priorities . . . 85
  Securing Commitments . . . 86

Section D: How to Involve Faculty . . . 87
  Using a Self-Review Instrument with Faculty . . . 87
  Self-Review Instrument . . . 88

Section E: How to Involve Administrators and Nonteaching Staff . . . 92

Section F: How to Organize Activities to Ensure Substantive Change, Not Just Awareness . . . 96

Section G: How to Ensure Both Acceptance and Quality . . . 101
  Stage 1 . . . 101
    Recommendations for Working with People at Stage 1 . . . 102
  Stage 2 . . . 103
    Recommendations for Working with People at Stage 2 . . . 103
  Stage 3 . . . 104
    Recommendations for Working with People at Stage 3 . . . 105
  Stage 4 . . . 106
    Recommendations for Working with People at Stage 4 . . . 106
  Stage 5 . . . 107
  A Special Note for Project Coordinators . . . 108

Section H: Rewards and Incentives . . . 109

Section I: How to Prepare for Project Continuation and Expansion . . . 113

Section J: How to Determine What Should Continue, Change, or Expand . . . 116
  Evaluating the Pilot Project . . . 116
  Suggested Evaluation Procedures . . . 116

Notes . . . 118

Chapter 3: Beyond the Pilot Stage: Ensuring Project Continuation . . . 121

Section A: How to Develop Financial Support for Project Continuation and Expansion . . . 123
  Seeking and Securing Internal Funding . . . 123

Page

Possible Sources of Internal Funding Available at Your Institution. 126
Seeking and Securing External Funding 127

Section B: How to Continue Involving Both Feminist and Not-Yet-Feminist Faculty and Staff. . . 129
General Suggestions 129
Additional Suggestions. 130
Suggested Activities to Foster Institutional Support and Project Development. 132

Section C: How to Establish Methods and Criteria for Faculty-Initiated Activities. 136

Section D: How to Promote Depth as well as Breadth of Change 139
Rationale 139
"Working Definition of a Balanced Course," by Mary Childers. 141
Sexual Preference: Acknowledgment of Differences. . 144
"Incorporating Lesbian and Other Woman-Identified Perspectives into Courses," by Eleanor Humes Haney. 144
Suggested Resources Presenting Woman-Identified Experiences and Perspectives. . 148
Feminist Theory 150
Feminist Theory and Curriculum Revision: Selected Resources, by Deborah Pearlman 151

Section E: How to Promote Change in Institutional Policies and Practices. 153
Key Areas to Consider 153
Women Students Need Female Faculty Role Models: Some Research Findings 156

Section F: Why and How to Assess Student Response to Curriculum Integration. 158
Case Studies. 158
Conclusion and Recommendation 161

Section G: How to Promote Institutionalization of Goals and Activities. 164

Notes. 167

Chapter 4: The Realities of Curriculum Integration: Risks and Rewards 171

Introduction 173

Page

"Risks and Rewards: Summary of Participating Project Leaders' Experiences and Suggestions," by Deborah Pearlman and JoAnn M. Fritsche. 174
- Involving Administrative Opinion Leaders 175
- Involving Faculty. 177
- Involving Both Feminists and Nonfeminists. . . . 178
- Characteristics of the Project Leaders 180
- Risks and Benefits of Leading a Curriculum Integration Project 181
- "Survival Strategies" of Project Leaders 183
- Terminology and Ideology: The Debate 184

"Moving Toward a Balanced Curriculum at a Small Independent College," by Lucy Morros. 188

"A Dozen Ways to Succeed and Survive as a Project Leader," by Annette M. Lopez. 193

"Curriculum Integration: A Women's Studies Coordinator's Perspective," by Cathryn Adamsky. . . 196

"Curriculum Integration and Women's Studies: Mutually Supportive Approaches," by Mary Jean Green and Brenda R. Silver. 201

"Integrating Integration Methods with Women's Studies: The University of Southern Maine's Experience," by Joanne H. Clarey. 209

"Increasing Awareness: A Multifaceted Approach," by Paula Morris. 214
- The Study Group. 214
- Presentations by Guest Speakers and Consultants. 216
- Faculty Research Projects. 217

Chapter 5: The Responses of Students and Colleagues: Five Faculty Members' Experiences 221

Introduction 223

"Through the Eye of the Storm: Feminism in the Classroom," by Christina L. Baker 224

"Feminism in the Classroom: Through the Eye of the Storm," by Jerome Nadelhaft 235

"Predictable Storm in the Feminist Classroom," by Ruth Nadelhaft. 247

Page

"The Development of a Women's Health Course for Integration into the University's Core Curriculum," by Raelene Shippee-Rice and Dona J. Lethbridge 257
Designing and Revising the Course. 258
Outcomes and Rewards 260
Collegial Interest and Support 260
Thoughts for the Future. 262
Suggestions for Interested Faculty 263

Chapter 6: Policies and Politics: Moving Beyond the Curriculum. 269

Introduction 271

"Moving Beyond the Curriculum: The 'Political' Value of an Integration Strategy," by JoAnn M. Fritsche 272

"The Challenge for Academia: Bringing Feminist Scholarship into our Universities and Colleges," by Deborah Pearlman 282
Feminist Scholarship and Curricular Revision . . 282
The Evolution of a Feminist Perspective. 285
Faculty Perceptions of Curricular Revision: Challenges for Program Leaders. 287
Rethinking Curricular Revision in Light of Feminist Theories 293

"Moving Toward a Feminist Transformation: The Long-Term Process," by JoAnn M. Fritsche. 306

Appendixes. 309

Appendix A: Sample Evaluation Instrument: Telephone Interview. 311

Appendix B: Faculty Log: Self-Evaluation and Observations of Student Reactions. 314

Appendix C: Student Questionnaire. 316
To the Faculty Member: Suggested Ways to Use the Student Questionnaire. 318
Student Response to the Inclusion of Material by and about Women. 319

Appendix D: Assessment of Student Response to a Course Integrating Material by and about Women: Summary of Issues to Consider . . . 322

Bibliography. 325

ACKNOWLEDGMENTS

I would like to express my thanks to the many people who helped make this handbook possible. First is Deborah Pearlman, a colleague who contributed to the planning, implementation, and evaluation of our eight field-test projects, as well as to the development of this handbook. Gloria Haley, Administrative Assistant, contributed her expertise and support throughout all phases of development of the field-test projects and the development and completion of the manuscript.

Peggy McIntosh and the Wellesley Center for Research on Women have been important sources of help and support. To Rosemary Caffarella I am indebted for two important suggestions: that female-male faculty teams be invited to participate in the pilot project and that "innovation diffusion" principles be adapted and applied. Jacqueline Soucy and Cleo Berkun helped me recognize the pertinence of general systems theory. Florence Howe encouraged me to plan a project to help academic feminists increase their effectiveness as catalysts for institutional change, and a grant from the Women's Educational Equity Act Program of the U.S. Department of Education provided the funds needed to support pilot projects in eight colleges and universities in Maine and New Hampshire.

So many administrators and faculty from the University of Maine at Orono contributed to the development and support of the Women in the Curriculum Program that it is impossible to list all their names here. Some who deserve special acknowledgment are

Paul Silverman, former President of the University of Maine at Orono; Richard Bowers, Vice President for Academic Affairs; James Clapp, former Dean of the College of Engineering & Science; Nancy MacKnight, Chair of the Women in the Curriculum Advisory Committee; and Arthur Johnson, President of the University of Maine at Orono. Sandra Haggard suggested a major theme. Christina Baker, Jerome Nadelhaft, and Ruth Nadelhaft contributed essays to this handbook, in addition to participating in many other ways in the work of program development.

Also deserving special thanks are the project coordinators and seven other institutions that helped field-test our hypotheses and approaches for moving toward a more inclusive and more equitable curriculum and institutional environment. They include Lucy Morros, Dean of Westbrook College; Paula Morris, Assistant to the President of the University of Maine at Farmington; Karen McNiff and Myrna Bouchey, faculty members at the University of Maine at Machias; Brenda Silver and Mary Jean Green, Co-Chairs of Women's Studies at Dartmouth College; Annette Lopez, former Director of Affirmative Action and Equal Opportunity at the University of Maine at Presque Isle and now Assistant to the President at Texas A & M University; Joanne Clarey, Coordinator of the Women's Studies Program, University of Southern Maine; Cathryn Adamsky, Associate Professor and Coordinator of Women's Studies, University of New Hampshire; and Raelene Shippee-Rice and Dona Lethbridge, faculty in the Department of Nursing, University of New Hampshire. I wish to thank also the many other administrators and faculty who contributed to the support of the pilot projects at those colleges and universities.

Deserving thanks also are the people who read this manuscript and suggested ways to make the handbook useful and clear. They include Marisue Pickering, Dorothy Helly, and Betty Schmitz. Roberta Winston of Winston Associates (Boston, Massachusetts) was the principal copy editor.

A photograph by Donna Fricke suggested the design for the front cover. Deborah de Moulpied assisted with the process of selecting and developing the illustrations. Carol Nichols, Russ D'Alessio, and Brenda Collamore did the graphics work.

All of these friends and colleagues and many others contributed to our project and to the substance and design of this book. I hope you will find this handbook useful as you try to be intentional about facilitating change.

JoAnn Fritsche

Introduction

This handbook was designed to help academic feminist faculty, administrators, and professional staff develop campus support for a project that will encourage and assist faculty and staff to integrate women's research, values, and perspectives into the curriculum and also promote equity for campus women.

We assume that the majority of academic women do not hold powerful administrative or faculty positions. We therefore developed and field-tested, and are now disseminating, methods that can be used successfully to promote significant change, whether or not the individual(s) initiating the change effort hold positions of relatively great or little power. We have endeavored to include in this handbook information that will enable you to initiate a project having broad and deep impact.

We hope this handbook will assist you and your colleagues to:

- Develop support for a project that will encourage and assist faculty, administrators, and staff on your campus to study and incorporate into courses and programs the scholarship and perspectives of women
- Analyze and use existing influence and authority dynamics on your campus in order to promote integration of the research and perspectives of women into traditional curricula
- Develop faculty, administrative, and staff support for changing, when necessary, academic and administrative policies and procedures, in order to facilitate the

educational and professional development of women as well as men

The development of this handbook and the Leadership for Educational Equity Project of which it is a part were supported by a grant from the Women's Educational Equity Act Program of the U.S. Department of Education.

Organization of This Handbook

Chapter 1, "Developing Support for a Curriculum Inclusion Project," is organized into eleven sections. Section A gives an overview of the reasons that colleges and universities, as well as individual faculty members and administrators, should make systematic efforts to integrate the scholarship and perspectives of women into the curriculum. Sections B through K present detailed explanations of the steps to take to gain faculty and administrative support (including financial support) for a faculty development pilot project designed to encourage and assist faculty to begin to study new scholarship on women and begin to integrate the scholarship and perspectives of women into the curriculum.

Chapter 2, "Implementing the Pilot Project," presents the principles and methods of implementing the pilot project so as to (a) ensure a high level of quality and (b) promote the growth of faculty and staff members' awareness of and respect for feminist scholarship.

Chapter 3, "Beyond the Pilot Stage: Ensuring Project Continuation," offers specific suggestions for securing support (including financial support) to ensure project continuation and eventual institutionalization of project goals and strategies.

Chapter 4, "The Realities of Curriculum Integration: Risks and Rewards," presents the experiences of some project coordinators who describe the risks, difficulties, and rewards of developing and coordinating curriculum integration projects.

Chapter 5, "The Responses of Students and Colleagues: Five Faculty Members' Experiences," tells how students and colleagues responded when faculty presented courses in which academic feminist scholarship and values were integrated.

Chapter 6, "Policies and Politics: Moving Beyond the Curriculum," contains three essays that explain how a curriculum integration project can be related to the objectives of facilitating change in the institution and in the society of which the institution is a part.

This handbook also contains appendixes and a Bibliography of recommended resources.

The Major Issues

At both the national and the institutional levels, Title IX, Equal Employment Opportunity, and affirmative action have not been sufficient to promote and ensure equity for women students and employees. The recent decision by the Supreme Court regarding the case of Grove City v. Bell has seriously weakened Title IX. But even prior to that action, the exemption of curricular materials from Title IX monitoring agency enforcement activities was a serious limitation. Title IX enforcement activities have tended to focus primarily on physical education and athletics, admissions, financial aid, and residential life. Unfortunately, these areas of practice and policy are perceived by most academic people as being peripheral to the core of academic and professional activity. Instruction and research, which are generally excluded from Title IX activities, are the core of academic life. An approach other than a legalistic one is needed to help administrators and faculty recognize that sex bias on their part jeopardizes the quality and integrity of instruction and research, and is therefore a serious professional issue.

We have found that many faculty and academic administrators will listen carefully to discussions of women's needs, perspectives, and contributions when these topics are presented in the context of a serious discussion of research and curricula. Moreover, we know from experience that a number of faculty and administrators who have previously resented and resisted "affirmative action" as an intrusion upon academic decision-making processes will begin to recruit and hire women faculty once they become aware of research indicating that female faculty role models promote the educational and career development aspirations of women students. For example, after our project helped one department to recognize the high academic quality of feminist research in political science, that department--which had previously employed no women faculty--moved quickly to recruit and hire a woman faculty member who had expertise in the new scholarship of women in political science. In short, we recommend that equity issues be discussed with faculty and administrators not just in terms of equity, but also in terms of research findings regarding the educational needs of women and girls.

Can this handbook help you if you work in an institution that seems to "punish" rather than reward people involved in women's studies or equity activities? Yes. This handbook assumes that in most academic institutions there are few administrators and faculty who understand and respect the means and goals of a program designed to empower women. This handbook is designed to suggest ways by which you can develop and foster the understanding and involvement of faculty and administrators who have not previously seemed supportive of women's studies or of equity goals or programs.

Where the Recommended Approaches Were Tested

The approaches and premises advocated here have been developed and tested through two projects in eight colleges and universities--institutions both public and private, and different in size and mission.

The Women in the Curriculum Project was planned at the University of Maine at Orono in fall 1980, and was initiated and internally funded as a pilot project in 1981. The Women in the Curriculum Project was designed to encourage and assist faculty to locate, study, and evaluate the new scholarship on women and also to reconstruct their courses in light of the research and perspectives of women as well as men.

While developing administrative and faculty support for the Women in the Curriculum Project, JoAnn Fritsche, the principal author and editor of this handbook, planned the Leadership for Educational Equity Project and submitted a proposal to the Women's Educational Equity Act Program (WEEAP). WEEAP funded the Leadership for Educational Equity Project. WEEAP support enabled us to develop and field-test in eight colleges and universities in northern New England our premises about the value of initiating such projects as leadership teams, rather than as individual or single-department initiatives. The eight institutions at which we field-tested our ideas are the following: the University of Maine at Orono, the University of New Hampshire, Dartmouth College, the University of Maine at Farmington, the University of Southern Maine, the University of Maine at Machias, the University of Maine at Presque Isle, and Westbrook College.

This handbook is informed by the experiences of participating faculty and administrators in these very different types of institutions. We wish to suggest a variety of ways in which you can adapt our recommended strategies and approaches to conditions in your own institution, whether it be private or public, generously endowed or operating under severe budget constraints, having or lacking the resources and expertise of a women's studies program. Project leaders and coordinators very different in position, influence, personality, and leadership style have successfully served as catalysts for curriculum integration and equity leadership projects on their own campuses. We have included materials summarizing how various faculty and administrators have analyzed problems and opportunities, and how they have worked collaboratively to make courses, programs, and policies inclusive of women and of women's research and perspectives. We have also incorporated into this handbook some suggested principles and methods that, after several years of refining our own program, we now realize would have been more effective and appropriate than some concepts and approaches that we initially developed and applied.

Integrating the Scholarship and Perspectives of Women into the Curriculum

The movement to integrate the research and values of women into the curriculum is only a few years old. Nonetheless, exemplary projects to encourage and assist faculty to study and evaluate the new scholarship of women and to incorporate the research of women into traditional courses have already been developed at a number of institutions. Wheaton College in Norton, Massachusetts; Montana State University at Bozeman; the University of Arizona at Tucson; the University of Maine at Orono; the University of North Dakota in Grand Forks; Lewis and Clark College in Portland, Oregon; St. Mary's College in Notre Dame, Indiana; Stephens College in Columbia, Missouri; and the Great Lakes Colleges Association are just some of the institutions and associations that have developed model curriculum integration/faculty development projects.[1]

This handbook does not attempt to summarize or repeat all the useful rationales and information provided in other reports about why and how to incorporate women's studies scholarship and perspectives into traditional curricula. But it does attempt to provide you with some detailed, practical suggestions to help you initiate and develop at your own institution a project to encourage and assist faculty and administrative staff to incorporate academic feminist scholarship and perspectives into traditional curricula. As previously noted, we have designed this handbook to help you anticipate and deal with the "politics" of institutional change so that you can initiate and coordinate--or help initiate and coordinate--an effective faculty development project, whether or not you have administrative experience or a tenured faculty position.

This handbook, as well as our entire WEEAP-funded project, is unique because of its approach to outlining ways for project coordinators to "move beyond the curriculum": We recommend that you regard faculty development and curriculum reconstruction in light of the new scholarship on women not only as major objectives in themselves, but also as effective ways to involve some faculty and administrators in broadening and intensifying their commitment (a) to women's studies, (b) to hiring more women and minority faculty, and (c) to reconsidering and modifying certain personnel and student service policies and practices because of their impact on women faculty, staff, or students.

Faculty development/curriculum integration projects and women's studies programs, courses, and scholarship are complementary and mutually supportive. "The new scholarship and perspectives of women" are, of course, feminist research and values. Innumerable academic feminist women and men have worked, both alone and in affiliation with women's studies programs on this continent and abroad, to develop a foundation of theory and research that is fundamental to any effort to incorporate the scholarship and perspectives of women. We were therefore particularly pleased that at three institutions that already had a women's studies program when they initiated a curriculum integration project in cooperation with us, the undertaking had the indirect effect of expanding and deepening the base of faculty support for the women's studies program. Moreover, in some institutions that started with no women's studies program, the curriculum integration project served to increase faculty and administrative support for a women's studies program. One of the participating institutions which had previously resisted efforts to start a women's studies program is now expected to initiate an interdisciplinary Women's Studies Concentration in 1985.

Why You Should Use an Inclusive Process

In this handbook we frequently use the phrase "inclusion project" instead of the more common "mainstreaming project" or "integration project." We use "inclusion" to emphasize the point that the process of developing the project, as well as the curriculum itself, should be inclusive, that is, should serve as a model that will communicate a desire to include and show respect for women and men; for faculty, administrators, and nonteaching staff; for influential senior faculty and administrators; and for those who do not yet hold positions of traditional influence or power but do have potentially valuable experience and knowledge to share. We urge you to work collectively and individually to develop a model project that promotes excellence by following principles of acknowledgment and inclusion of women and men who differ in values and in modes of contribution. The goal of an inclusion project is not simply "equal opportunity" for women to be acknowledged in curricula or in the university on the same terms as men. On the contrary, the goal is to demonstrate why and how to transform standards for inclusion and acknowledgment of women and men--those who have made contributions traditionally recognized and approved, as well as those who have made vital contributions that nonetheless have not traditionally been recognized as significant.

Terms and Definitions Used in This Handbook

Sex bias:	Behaviors, statements, or omissions that convey the assumption that the contributions, experiences, and values of men are more important than those of women.
A balanced curriculum (also known as inclusive curriculum or "bi-focal" curriculum):	A curriculum that focuses equally on the contributions, values, and perspectives of women and men. The transformed curriculum will broaden students' awareness of both the private and the public world. (A curriculum so transformed is the long-range goal of the faculty development project.)
Working toward an inclusive curriculum or a bi-focal curriculum:	A process for transforming academic and professional curricula so that they will become inclusive of the contributions and perspectives of women. Projects to achieve "integration" or "inclusion" encourage and assist faculty to incorporate the new scholarship by and about women into course content, syllabi, and research.

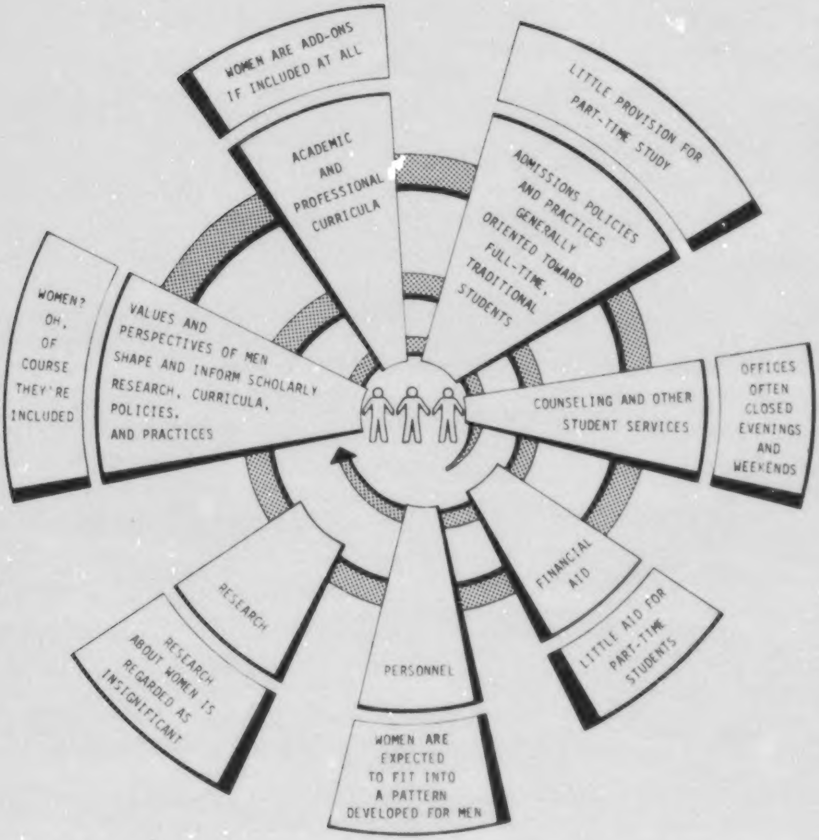
Educational equity: Equity in an educational institution will be achieved when academic and professional curricula, staffing patterns, and institutional policies reflect respect for, as well as consideration of, the needs, contributions, and values of women and men of diverse races, nations, lifestyles, and classes.

How You Can Contribute to a National Effort

This handbook reflects the work of an ongoing program to promote educational equity. We invite and encourage you to send your responses, experiences, evaluations, and suggestions pertinent to any aspect of this handbook to JoAnn Fritsche, 324 Shibles Hall, University of Maine at Orono, Orono, Maine 04469. We would like to incorporate in future editions ideas, materials, and approaches that you and your colleagues develop.

We suggest that you regard our efforts, your work, and the contributions of others as an ongoing, long-term process to move toward a transformed curriculum and educational environment. As Figure 1 indicates, Caucasian male values and "norms" are regarded as central in the university today; women, and the perspectives, needs, and contributions of women, are regarded as peripheral. By introducing the scholarship and perspectives of women of all races to faculty and administrative colleagues, as well as to students, you can serve as a catalyst (see Figure 2) that will facilitate movement toward the sort of reconstruction that Figure 3 suggests is the long-term goal. The goal is to work with other women and men to achieve the sort of transformation needed to ensure that women and men of all races will be regarded as of central, rather than peripheral, importance to curricula and research and to institutional policies and procedures.

Figure 1

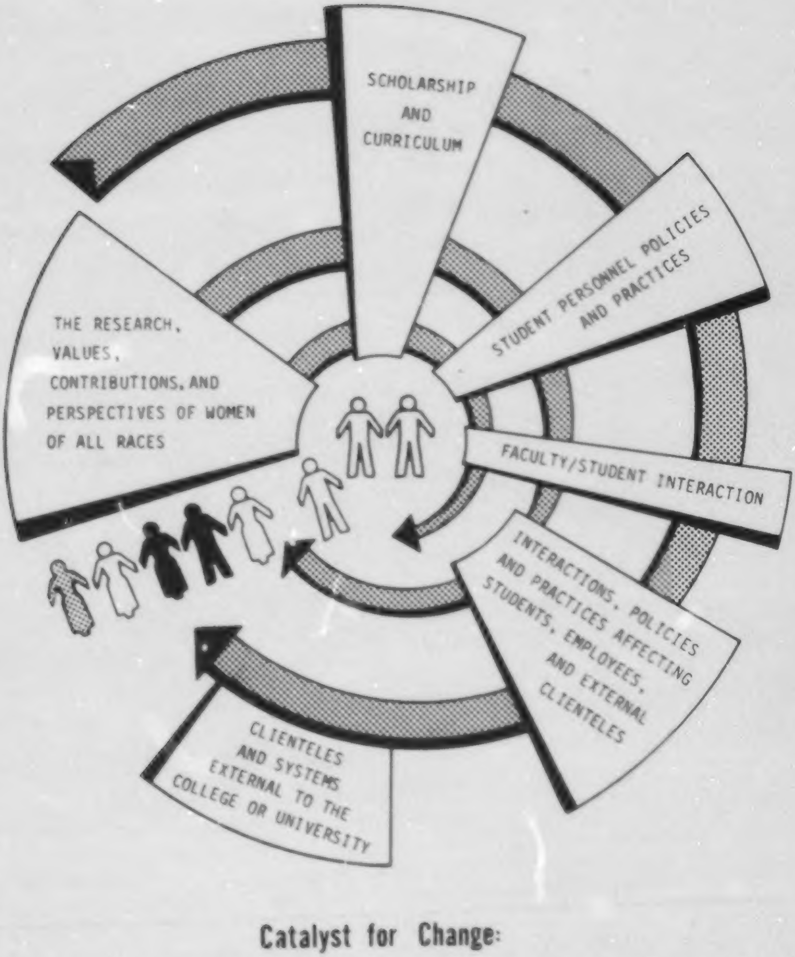


WOMEN ARE ADD-ONS IF INCLUDED AT ALL
ACADEMIC AND PROFESSIONAL CURRICULA
LITTLE PROVISION FOR PART-TIME STUDY
ADMISSIONS POLICIES AND PRACTICES GENERALLY ORIENTED TOWARD FULL-TIME, TRADITIONAL STUDENTS
WOMEN? OH, OF COURSE THEY'RE INCLUDED
VALUES AND PERSPECTIVES OF MEN SHAPE AND INFORM SCHOLARLY RESEARCH, CURRICULA, POLICIES, AND PRACTICES
COUNSELING AND OTHER STUDENT SERVICES
OFFICES OFTEN CLOSED EVENINGS AND WEEKENDS
FINANCIAL AID
LITTLE AID FOR PART-TIME STUDENTS
PERSONNEL
WOMEN ARE EXPECTED TO FIT INTO A PATTERN DEVELOPED FOR MEN
RESEARCH
RESEARCH ABOUT WOMEN IS REGARDED AS INSIGNIFICANT

The University and College Today:
Men Are Regarded as Central and Women as Peripheral

BEST COPY AVAILABLE

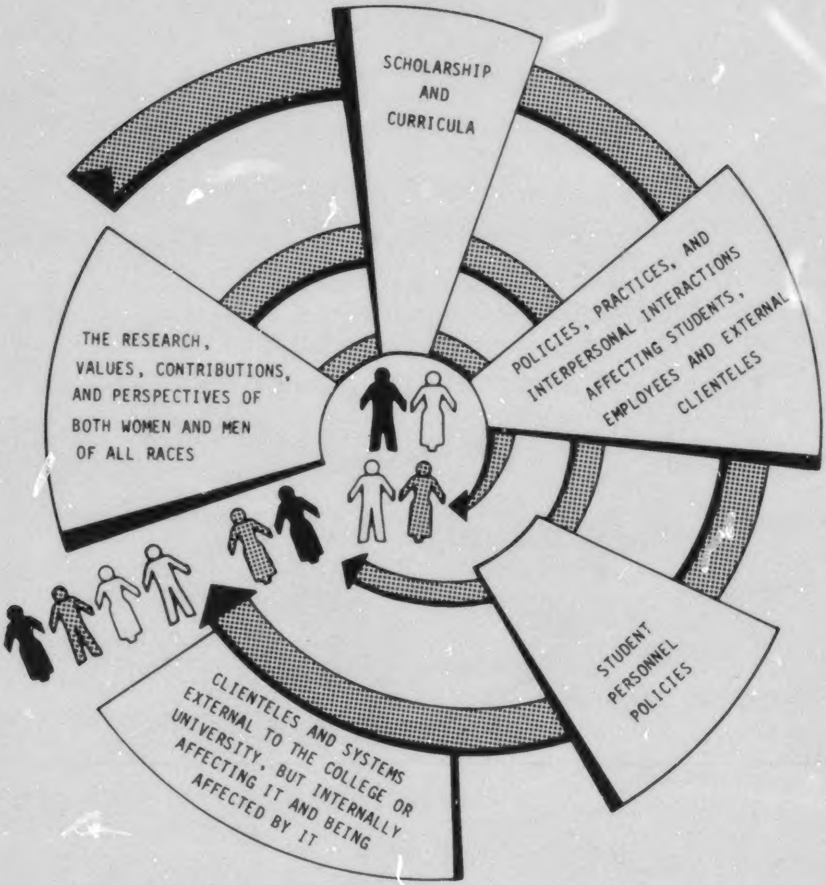
Figure 2


SCHOLARSHIP AND CURRICULUM
STUDENT PERSONNEL POLICIES AND PRACTICES
FACULTY/STUDENT INTERACTION
INTERACTIONS, POLICIES AND PRACTICES AFFECTING STUDENTS, EMPLOYEES, AND EXTERNAL CLIENTELES
CLIENTELES AND SYSTEMS EXTERNAL TO THE COLLEGE OR UNIVERSITY
THE RESEARCH, VALUES, CONTRIBUTIONS, AND PERSPECTIVES OF WOMEN OF ALL RACES

Catalyst for Change:
Moving The Scholarship and Perspectives of Women into a Focal Position

BEST COPY AVAILABLE

Figure 3


SCHOLARSHIP AND CURRICULA
POLICIES, PRACTICES, AND INTERPERSONAL INTERACTIONS AFFECTING STUDENTS, EMPLOYEES AND EXTERNAL CLIENTELES
STUDENT PERSONNEL POLICIES
CLIENTELES AND SYSTEMS EXTERNAL TO THE COLLEGE OR UNIVERSITY, BUT INTERNALLY AFFECTING IT AND BEING AFFECTED BY IT
THE RESEARCH, VALUES, CONTRIBUTIONS, AND PERSPECTIVES OF BOTH WOMEN AND MEN OF ALL RACES

The College and the University Transformed:
Both Women and Men of Diverse Races Will Be of Central Importance

BEST COPY AVAILABLE

Notes

1. Other collegiate programs to integrate women into the curriculum are noted in The Forum for Liberal Education (Washington, D.C.: Association of American Colleges, October 1981 and April 1984); in Myra Dinnerstein, Sheryl R. O'Donnell, and Patricia MacCorquodale, How to Integrate Women's Studies into the Traditional Curriculum (Tucson, Ariz.: Southwest Institute for Research on Women, n.d.); and in Betty Schmitz, comp., Sourcebook for Integrating the Study of Women into the Curriculum (Bozeman, Mont.: The Northwest Women's Studies Association, 1983).

Chapter 1
Developing Support for a Curriculum Inclusion Project

"The study of half the human race . . . cannot be excluded without obvious consequences to the search for truth."

(Florence Howe)

Section A: Why Integrate Women into the Curriculum?

Why should a college or university commit resources to support a project that will encourage and assist faculty and staff to study and evaluate the scholarship and perspectives of women and incorporate women's research and perspectives into courses and programs?

A "renaissance" within and outside the academy is now demanding the attention of colleges and universities that are committed to the search for truth and excellence. The new scholarship of women is vast in quantity and scope. But the new scholarship of women is not merely adding information. Many serious scholars and professors are beginning to recognize that major changes are required not just in courses, but in the methodologies of the disciplines themselves.

Academic feminist scholars have revealed that the social sciences, the sciences, professional fields, and the humanities are androcentric. The methodologies and values underlying the traditional curriculum are neither objective nor humanistic; they are generally male-centered. They assume that men are the norm and women the "other." For example, many social science research studies have been conducted using all-male subjects, but the findings have then been presented as if they were norms or universal principles applicable to everyone. When women's behavior or development has conflicted with the alleged norms, women--not the norms--have been labeled deficient.

As Florence Howe has pointed out, "The study of half the human race . . . cannot be excluded without obvious consequences to the search for truth."[1] The distinguished historian Gerda Lerner has made it clear that men as well as women should support such an effort: "The lost heritage of every woman . . . . is also and must be the heritage of every man, for the lack of knowledge about . . . women distorts our concepts."[2] Moreover, as Howe has noted, "a male-centered curriculum that continues to forward a misogynist view of achieving men and domestic or invisible women will clash with or confuse the visions of half, or a bit more than half, the student body."[3]

If some administrators or faculty question whether limited funds should be allocated for what some may regard as a "special interest" project, Lerner's words can be quoted to remind them that it is essential for all of us as educators to realize and accept that women are "half of humankind, at times . . . the majority."[4] What is the goal? Carolyn Lougee, a historian from Stanford University, has emphasized that the university's goal should be a "bi-focal curriculum," that is a curriculum that focuses on both women's and men's scholarship, experiences, needs, and perspectives.[5] Moreover, we will not prepare our students, male or female, for the realities of the world they will face as professionals and as citizens, Peggy McIntosh has reminded us, unless the curriculum is designed to communicate the importance of the needs, values, and perspectives of women and men of color and of women and men who inhabit non-Western, nonindustrialized, "developing" nations.[6]

The curriculum integration effort in colleges and universities around the country has developed out of 15 years of women's studies programming and scholarship. It draws upon the wealth of new scholarship that reveals the inadequacies of what has traditionally been regarded as a good general education or a good humanities program or a fine liberal arts education. Who should now be involved? Both women and men and both faculty and administrators who care about academic excellence should evaluate the serious questions being raised about curricula that fail to include the scholarship and perspectives of women as well as men.

In many colleges and universities, more than half the enrolled students are women, and more than half the students potentially interested in matriculating are women. Developing curricula designed to prepare both women and men for a rapidly changing world can contribute to both the academic quality and the vitality of your college or university.

Section B: How to Start a Curriculum Inclusion Pilot Project: Case Studies

Case Study 1

The start-up process described below was followed at the University of Maine at Orono, a public land-grant university with 11,000 students. The effectiveness of the process is indicated in part by the fact that the university's president designated $20,000 from his discretionary fund to support the small pilot (demonstration) project to encourage faculty to study scholarship by and about women and to incorporate the scholarship on women into otherwise traditional academic courses. The pilot project, which lasted nine months, so effectively demonstrated institutional commitment that the university was awarded a grant of $201,000 to develop further its own Women in the Curriculum Project and also to assist seven other colleges and universities to initiate pilot projects with similar goals. After the expiration of the grant, the university agreed to continue to support the Women in the Curriculum Program with "hard money."

Background regarding Women's Studies

Earlier efforts to start a women's studies program at this institution had failed. Although the university had a small number of women's studies courses, few faculty were knowledgeable about women's studies, and they were isolated in different departments and colleges. They were, moreover, discouraged by previous failures to organize support for a women's studies course concentration.

Steps Taken to Develop Faculty and Administrative Support

Forming an Ad Hoc Planning Group

To form an ad hoc planning group for a curriculum integration pilot project, the director of equal opportunity at the institution called a meeting to which she invited 18 selected women faculty and administrators. Of the 18 women, half had some experience in women's studies courses and an interest in feminism. The other 9 women were faculty, department chairs, assistants to deans, and an assistant to the vice president; although they were respected as faculty or administrators, none had previously seemed to want to be identified with feminism or women's studies.

Also invited to participate in the ad hoc planning group was the wife of the new president of the university; she had indicated an interest and prior experience in women's studies.

The director of equal opportunity began the meeting by saying that the new president had expressed some surprise and concern that the institution had no women's studies program. She then explained to the group that there are serious academic issues to be considered by all faculty and administrators who care about the quality of education being offered to students, female and male. She cited the following:

- Florence Howe of the State University of New York at Old Westbury, a respected faculty member and scholar, has pointed out that the traditional "curriculum is untrue." The curriculum is "untrue," and therefore not educationally sound for either female or male students, because it fails to include or it distorts the contributions, needs, and perspectives of more than half the human race.

- o Peggy McIntosh of the Wellesley Center for Research on Women has frequently stated that we are not preparing any of our students--male or female--for the world of the present and the future so long as our curricula fail to be attentive to the perspectives, scholarship, and other contributions of women and men of color; of both women and men from non-Western, nonindustrialized nations; and of women from Western industrialized nations.

The director then noted that in the United States, faculty and administrators concerned about addressing these problems with traditional curricula have developed and implemented two types of model programs:

1. A women's studies program model, in which the emphasis tends to be on offering students women's studies courses and an academic program, often a program leading to a major or minor in women's studies
2. A faculty development/curriculum integration model, which involves faculty development prior to and simultaneous with efforts to reconstruct courses

Some of the people who attended the meeting expressed preference for the women's studies courses and women's studies program model; others said they preferred the curriculum integration model to the separate women's studies program model.

It was essential for the person convening the meeting to emphasize repeatedly that the curriculum integration model is not a substitute for or an alternative to a women's studies program; on the contrary, the curriculum integration model is indebted to and builds upon the work of women's studies scholars. The director stressed that the question should simply be the political one of "How can we best foster faculty and administrative support at this institution, at this time, to start to address the inadequacies of the traditional curriculum to prepare our female and male students for a world in which both women and men do contribute and must contribute?" She observed that if we start with a women's studies program, then eventually, four or five years from now, we'll probably need and want to use those faculty as faculty development resources for other programs and curricula in the university; conversely, if we start with a curriculum integration approach, we're likely to find that in four or five years, some faculty and students will want to do the kind of in-depth teaching and research about women that seem to be best supported by a women's studies program.

The ad hoc committee of women faculty and administrators decided that it would be politically more feasible at this particular institution to begin with the curriculum integration model with its faculty development component. Their rationale was that even though we might have the president's support for a women's studies program, the academic program approval process required so much support, at so many different faculty and administrative levels, that it might be difficult or impossible to obtain approval of a new women's studies program, given the institution's budgetary problems. They decided that the faculty development/curriculum integration pilot project model was desirable also because it (a) could be started with a relatively small amount of funding, (b) did not require an elaborate approval process, and (c) could broaden the base of faculty and administrative support for women's studies and women's equity issues.

The Proposed Pilot Project Design

We proposed that the pilot project would develop four faculty study and course revision models--one in a humanities field, one in a social science field, one in a professional area, and one in a science department. Moreover, we agreed that, when feasible, we would encourage a woman and a man to work together while studying some pertinent new scholarship on women and revising one or two of their own courses so that the courses would become more inclusive of the scholarship and perspectives of women. Each faculty participant was to be given a summer study stipend and also a small amount of money for books, a literature search, and/or postage or phone calls to facilitate communication with people who had feminist studies expertise in the participants' field.

To engage a larger number of faculty in considering the importance of new scholarship on women, we decided to hold weekly brown-bag luncheon, study and, discussion groups and also two seminars and one symposium, the latter three events to be facilitated by a consultant/speaker distinguished for her work in both women's studies and in a traditional academic discipline.

Approaching the President Informally

To assess the nature and extent of top-level administrative support and of the probable level of funding that could be expected, the director of equal opportunity, who reports to the president, talked with the president informally. She told him that more than 15 respected women faculty and administrators had met, and that if he were receptive, they wanted to submit a proposal recommending a pilot project to help faculty and administrators become aware of the new scholarship of women and begin to assess curricula in light of the new scholarship. She also explained that we were thinking about encouraging some faculty to work in female-male teams on study and course revision projects, and that we wanted to know if the president would be willing to support a pilot project at the funding level of $10,000-$20,000.

The president indicated that he was pleased we were thinking of involving men in the project; that he would fund faculty to do summer study, but could not fund faculty stipends for course revision work during the regular semester (since he thought course development should be part of faculty members' regular responsibilities); that he liked the idea of our sponsoring a large symposium in May, after classes and exams ended but before faculty contracts ended; and that he thought his contingency fund could support a project at a funding level of $10,000-$20,000.

Securing Funds

Because the director obtained information through that informal, oral discussion with the president, the ad hoc planning committee was able to develop key components of its proposal, secure in the knowledge that the president accepted--and could justify to deans, vice presidents, faculty, and others--the level of funding, the use of female-male faculty teams, and the concerns of a number of faculty and administrators about the content of traditional curricula.

The director then prepared a draft of the proposal, which was revised by ad hoc committee members. The final draft of the proposal was signed by the members of the ad hoc committee and then was submitted to the president. After discussing the proposal and his support with the vice presidents, the president granted $20,000 for establishing the Women in the Curriculum Pilot Project.

Case Study 2

The following example of a curriculum integration pilot project at one institution demonstrates how the project's objectives were implemented over a one-year period with a budget of just $2,500. With a larger budget, this project could have had a paid coordinator and clerical help. This pilot project was partially supported by a small challenge grant of $1,250 from the Leadership for Educational Equity Project; the institution, which matched the challenge grant with institutional funds, had $2,500 to initiate a pilot project to encourage and assist some faculty to begin to study new scholarship on women and to move toward a more inclusive curriculum.

The institution is a small public liberal arts college that enrolls 1,500 students, half of whom are women. The student body includes students of traditional college age, as well as older students enrolling in college for the first time. The college takes pride in its reputation for innovative teaching and rapport with students. Several years ago, the college received public and private grants to redesign the required core curriculum; however, the redesigning at that time did not involve the integration of women's studies scholarship into the curriculum.

Out of concern about the androcentric bias of the conventional liberal arts curriculum, and about the findings of Hall and Sandler that the classroom climate in postsecondary institutions nationally is "chilly" for women,[7] three faculty members, with the help and support of an administrator, organized a curriculum integration project. The faculty wanted to find the funds to allow them time to study the feminist scholarship in their field so that they could see how this scholarship was affecting their discipline. They also wanted to host a forum so that they could share their findings with colleagues and thereby build a base of support for their work, prompting other faculty to learn about and use the new scholarship on women as well. Of the three faculty members, one was a man and two were women; two were tenured and one was not.

The three faculty members designed a succinct proposal requesting $2,500, to be allocated for three $500 summer stipends and for the cost of developing a forum. Each of them made a commitment to teach in the fall a course that would include the feminist scholarship to be studied in the summer.

The proposal had two key advantages. First, it enabled a core group of faculty to begin to become knowledgeable about a new field. Second, it ensured that a larger network of people would have an opportunity to hear about the new scholarship of women and its importance for the liberal arts curriculum. The proposal was accepted by the vice president for academic affairs, and the project was funded through a combination of institutional resources--including alumni/alumnae funds, faculty development funds, and monies from the president's discretionary funds--as well as the small challenge grant.

Once the proposal was accepted and funded, the faculty group looked for ways to establish an advisory committee. At this small institution, faculty are asked to serve on numerous committees. The group therefore decided to use as an advisory committee an already established and accepted committee at the college, the most logical choice being the collegewide curriculum committee. Fortunately, the curriculum committee included some members who were enthusiastic about the new project, in addition to some who saw the project as "tampering with the curriculum." It was decided that a subcommittee of the larger curriculum committee would be established; that subcommittee was composed of faculty interested in and supportive of the pilot project. This arrangement gave the committee members who expressed opposition to the project a chance to watch it unfold without becoming actively involved, and it gave the supportive committee members the opportunity to protect the project participants and other supportive faculty from backlash early on in the project.

The curriculum committee reported to the vice president for academic affairs. This reporting relationship gave the subcommittee members direct access to the chief academic officer.

The negotiations for funds and an advisory committee took up most of one semester. By the end of the term, the three faculty members were ready to use the summer to study the new scholarship in their field. To ensure that they would have collegial support while engaged in this large task, the group decided to meet periodically during the summer. Meeting regularly gave the faculty a sense of shared purpose and group commitment.

During the fall term, the three faculty members taught their revised courses and freely shared with the curriculum committee information about the courses' strengths and weaknesses. Issues about how students learn informed these discussions; the curriculum committee was thus able to draw parallels between this kind of innovative curriculum change and several others that had been successfuly instituted from a cross-disciplinary perspective.

The forum, held in the spring, had two purposes: (a) to convey the message that feminist scholarship is a legitimate study of knowledge and (b) to involve as many faculty as possible in hearing about the relevance of this scholarship for the college curriculum. The budget for the forum was $1,000, which covered the costs of a keynote speaker (a nationally recognized spokesperson for curriculum integration), conference publicity, and the purchase for the library of several books on feminist theory and practice. These book purchases were made specifically in anticipation of organizing a faculty study group.

The forum was well publicized and well attended. Both the vice president for academic affairs and the president attended and visibly participated in some events. The keynote speaker provided a broad overview of the values and purpose of curriculum integration. The three faculty members spoke about the work they had undertaken, and they addressed such points as the following:

- Their reasons for integrating scholarship by and about women into a course
- The initial steps they took to change the content of a

course and their approach to teaching it

- The problems and successes they encountered in revising and teaching the courses
- The different skills and behaviors female and male students brought to the classroom
- The impact of the exclusion of material by and about women upon the body of knowledge in their discipline
- The different perspectives male and female faculty brought to the curriculum integration efforts

Careful planning of the forum and the endorsement it received from the college curriculum committee and the vice president for academic affairs contributed to its success. At the close of the forum, faculty were invited to join a study group to explore the difference a feminist perspective can make in the classroom. The study group was to meet monthly, and the initial readings were to draw upon feminist theory. A highly respected and tenured faculty woman, who was given released time from teaching one course, agreed to facilitate the study group.

Attendance at the study group was consistently high; faculty interest was equally high. The subcommittee gained visibility and acceptance beyond the college curriculum committee. At the end of the spring term, the study group agreed to reconvene the following year. The subcommittee decided it was ready to pursue its next goal--finding the funding to help more faculty study the new scholarship on women.

With the support of an active study group that drew faculty from many liberal arts departments, and with the backing of several members of the curriculum committee, the subcommittee expanded its membership; it now includes three additional faculty members and one administrator. This new group is ready to look for institutional funds that can be designated as a stable resource for (a) granting stipends and other incentives to faculty who wish to reconstruct a course to incorporate the scholarship of women and (b) establishing and maintaining an office to coordinate a women in the curriculum faculty development project over the next three years.

What We Learned from the Two Case Experiences

The primary goals of the first year of a faculty development/curriculum integration pilot project should be to generate faculty and administrative awareness of and interest in two facts:

- Much new scholarship on women is of very high academic quality
- The academic quality and integrity of existing, traditional academic courses and programs can and should be questioned because it is sex-biased and fails to acknowledge and incorporate pertinent new scholarship by and about women

It is unrealistic to expect faculty who have no prior women's studies knowledge or experience to achieve a feminist reconstruction of even one course within the period of a nine- or twelve-month pilot project. The purpose of the pilot project is not to achieve curriculum balance or integration in that first year, but to build a foundation of faculty and administrative support for additional faculty development activities designed to move beyond the demonstration stage to substantive course reconstruction and toward a balanced curriculum.

In Case 1 and Case 2, the most valuable and successful activities were the study groups, the brown-bag luncheon discussion sessions, and the seminars and symposia in which faculty participating in study group and course revision efforts and external consultants shared with faculty and administrative colleagues some of the new information and excitement generated by new scholarship on women. A number of faculty and administrators who did not identify as feminists at that time attended project-sponsored events because the activities offered much collegial support and intellectual stimulation. In some cases it took two or more years for them to develop enough confidence and commitment to engage in systematic study and course reconstruction.

In Case 1, the outcomes of the faculty course reconstruction "model" projects were uneven in quality. The project coordinator now realizes that the pilot project could have been improved (and the costs could have been reduced) had we encouraged study and course revision projects more limited in scope and had we provided much more intensive guidance and support while the faculty were doing their study and revision projects.

The Other Field Tests

As noted in the Introduction to this handbook, the Leadership for Educational Equity Project was designed to field-test in seven other colleges and universities the principles and procedures that we applied at the University of Maine at Orono. The purpose of the field tests was to determine whether our principles, approaches, and outcomes were replicable in colleges and universities different in size and mission. Moreover, the WEEAP-funded project was designed to foster the development not only of curriculum integration projects, but also of leaders for educational equity. The WEEAP grant enabled the Leadership for Educational Equity Project (LEEP) to offer small challenge grants of up to $2,500 to cooperating colleges and universities. Institutions wishing to obtain a LEEP challenge grant were asked to submit a proposal that would commit at least an equal amount of institutional funds to support a curriculum inclusion/faculty development pilot project. The long-range objectives for encouraging this sort of faculty development were (a) to broaden and deepen general faculty knowledge of and respect for feminist scholarship and values and (b) to begin to engage some key faculty and administrators in the effort to move toward what Carolyn Lougee has called a "bi-focal curriculum," that is, a curriculum that will focus no less upon the scholarship, needs, and values of women than upon those of men.

We adapted at the University of Maine at Orono, and also encouraged feminist equity leaders in the cooperating institutions to apply, some principles of organizational development and planned change in order to generate faculty and administrative support for a project that might serve as a catalyst to promote and facilitate--over the long term--a feminist transformation of the curriculum.

The recommendations in Chapters 1 and 2 are founded upon experience with project development in eight colleges and universities. More details and different points of view about the specific pilot projects are provided in Chapter 4 by the various pilot project coordinators.

Section C: What Are the Major Steps to Take?

Here is a summary of the major steps to take if you are interested in initiating—or in helping to initiate—a small pilot project to involve faculty and administrators in (a) studying and evaluating the new scholarship on women and (b) revising courses and programs in light of the scholarship and perspectives of women as well as men. The following pages provide more specific suggestions to help you fulfill each recommendation at your own campus.

1. By building on existing institutional commitments, work out some cogent explanations to help faculty and administrators understand why they should support an effort to ensure that the scholarship and perspectives of women as well as men are integrated into the curriculum.
2. Identify and cultivate the support of one or two persons capable of serving as project co-leaders. Then, with their help, outline the general purpose and some proposed activities for a pilot project.
3. Communicate informally with respected faculty, and elicit sufficiently strong interest and support so that at least three to five respected, influential faculty members (in addition to the members of your core leadership group) are willing to sign a proposal or participate in some specific project activities designed to help faculty who wish to evaluate the new scholarship on women and its appropriateness for incorporation into their courses.

BEST COPY AVAILABLE

4. Informally cultivate the support of at least one top-level administrator (president, chancellor, provost, vice president for academic affairs, or dean of the college) for a pilot project to assist faculty and staff to move toward a curriculum inclusive of the scholarship of women.
5. After you have obtained oral commitments of support from key faculty and a top-level administrator, submit to the appropriate persons or committees a well-written, brief proposal that explains why a pilot project is needed, why the project will be consistent with your institution's mission, what specific activities and budget you are proposing, and why the effort will have an important impact consistent with your institution's objectives.

Principles of Planned Change Underlying the Major Steps

First, universities and colleges are "normative" organizations[8] whose members are motivated less by appeals regarding equity than by academic and professional values. To influence other faculty and administrators to promote equity for women and minority students or employees, prepare to explain how and why bias can jeopardize the quality and integrity of research and instruction, in addition to hurting women, including minority women, as individuals or groups. Help faculty and administrators to understand that research or teaching that fails to acknowledge diversity and complexity of needs, values, and problems obscures truth.

Second, develop and use approaches designed to build broad-based support for institutional and systemic change. Ronald Havelock's A Guide to Innovation in Education discusses in detail the rationale for three approaches we recommend:

1. Develop the understanding, support, and commitment of a small number of people who are so "influential" in the institution that their involvement and commitment will encourage and persuade others to listen and become involved.
2. Show how proposed changes are consistent with the values, objectives, and structures or traditions that are already accepted in your college or university.
3. Start with a small pilot project so that people can try out some changes and evaluate them before being asked to make any major commitment to change.[9]

Third, think of yourself not as one individual alone, but as one of a group of faculty and administrative staff who are willing to work together cooperatively to communicate to others why courses, policies, and procedures should reflect knowledge of and respect for the needs, contributions, and potential of both women and men.

What is the goal? The goal is to facilitate in your own college or university gradual movement from a general acceptance of male-centered assumptions, values, and curricula to faculty and administrative acceptance of research, values, courses, and procedures that take into account the needs and contributions of both women and men. We have endeavored to adapt organizational development principles so that they can be utilized to promote institutional acceptance of a project founded upon feminist principles of respect for both women and men, and of respect for people who do not hold traditionally powerful positions, as well as for those who do.

We recommend that you analyze and use multiple kinds of authority and multiple sources of influence in your institution.[10] Build upon the influence of those who already hold positions of power, but also build upon the influence of those women and men--faculty and staff--who, though not yet holding traditionally powerful positions, possess knowledge and insights and abilities that should be recognized and utilized. Several exercises in this handbook are designed to help you develop multiple levels of administrative and faculty support.

Section D: How to Prepare to Convince Others of the Need for a Curriculum Inclusion Project

Recommendation: **By building on existing institutional commitments, work out some cogent explanations to help faculty and administrators understand why they should support an effort to ensure that the scholarship and perspectives of women as well as men are integrated into the curriculum.**

Suggested Ways to Prepare

1. Note the rationales in Section A of this chapter.
2. Read the statement about the mission of your college or university (such statements are usually located at the beginning of the college or university catalog). Is there an institutional commitment to offer students excellent instruction? to offer a liberal arts education of high quality? to help prepare students for a changing world?
3. Order and read Liberal Education and the New Scholarship on Women: Issues and Constraints in Institutional Change (see the Bibliography).
4. Read Men's Studies Modified, edited by Spender; The SIGNS Reader, edited by Abel and Abel; or A Feminist Perspective in the Academy, edited by Langland and Gove (see the Bibliography).
5. If you have time, read also the April 1982 issue of Change and/or the October 1981 and April 1984 issues of The Forum for Liberal Education (see the Bibliography).

BEST COPY AVAILABLE

Recommended Objective

Your objective in this early stage should be the very limited one of preparing to persuade a small number of influential faculty and administrators simply to agree to support a small pilot project that will encourage and assist additional faculty and administrative staff to examine and evaluate some new scholarship of women pertinent to their own teaching and professional interests. We suggest that you not expect to elicit from faculty or administrators any long-term or large commitments of funds, time, or curriculum reconstruction until a small pilot project has been designed, internally funded, and implemented. Although the provost and the president of one women's college did successfully persuade a faculty senate to make a major commitment at an early stage, those project initiators possessed the advantage of having position power, of having a college mission statement that contained an explicit commitment to the education of women, and of being able to secure a large amount of external funding to support the faculty development/curriculum integration effort. Ordinarily, individuals and institutions should be given an opportunity to try out in a small way and then to evaluate an innovation prior to being asked to make a larger commitment.

You will need to help others understand that the project you wish to propose is academically sound, and is consistent with the already established mission and commitments of your institution. As noted in Section A of this chapter, the goals of a project designed to help faculty integrate the scholarship and

BEST COPY AVAILABLE

perspectives of women into curricula can be shown to be consistent with the principles of liberal education, the humanities, general education, excellence in instruction and scholarship--consistent, in other words, with at least one of the commitments that your college or university has probably already accepted. To reduce the possibility that people will resist your proposal because of fear of change, help faculty and administrators understand that your proposed project will help them and the institution to do what they have already agreed is important.

Examples of Statements to Relate the Project tc Broad Educational Commitments

Here are three examples of statements that have been used at other institutions to relate the purpose of a curriculum integration project to institutional commitments and concerns.

1. This project is designed to help support faculty and administrative efforts to encourage and assist students to function flexibly and effectively in a rapidly changing world where the traditional models for personal autonomy, interpersonal relationships, and public connections may need to give way to new models.
2. This project is designed to contribute to the development of a campus environment that encourages openness to questions raised by the new research by and about women.
3. This project is designed to assist faculty and administrators who wish to revise courses and programs to

BEST COPY AVAILABLE

ensure that the contributions, perspectives, needs, and research of women, as well as men, are communicated as being of integral importance.

Now write down the mission statement(s) and commitments to which you can relate a pilot project to incorporate women into the curriculum at your own institution:____________________________

____

____

____

Section E: How to Identify Co-Leaders

Recommendation: Identify and cultivate the support of several people capable of serving as project co-leaders. Then, with their help, outline the general purpose and some proposed activities for a pilot project.

Suggested Ways to Prepare

Think of yourself as part of a collaborative leadership team composed of administrators and faculty and of feminists and people who do not yet identify as feminists. If your position is primarily an administrative one, it is important that you obtain the visible support of respected, influential faculty members. Even if you yourself have the power, and the access to funds, to initiate a curriculum integration project, real changes in courses and institutional climate will occur only if faculty are truly committed to the project's goals and methods. On the other hand, if you are a faculty member, you will need the kind of access to discretionary funds, staff support, and policy information that administrators can generally provide.

Our experience in eight colleges and universities has revealed that both faculty and administrative leadership and both feminist and not-yet-feminist support are needed in order to build institutional commitment to include women and women's perspectives in all areas of curricula, academic policy, teaching, personnel, and student service practices. Hence, it is suggested that you (a) think of yourself as part of a leadership team of no fewer than three specific persons and (b) identify at least three persons in your institution who could be described as follows (and if you yourself fit one or more of these descriptions, write down your own name; you may not need to find another person of that description at this time):

1. A staff or line administrator who reports to (a) the chief academic officer (vice president for academic affairs, provost, or dean) or (b) the chief administrative officer (president or chancellor).

   ________________________ or ________________________

2. Either (a) a feminist who has women's studies experience and commitment or, if such a person is not available or for other reasons is not a viable choice, (b) a faculty or professional or administrative woman who has a sincere and thoughtful commitment to feminism.

   ________________________ or ________________________

3. A faculty member, female or male, who is generally regarded by other faculty and administrators as a respected, thoughtful, dedicated teacher or scholar. (Preferably this person should be tenured but need not have women's studies experience.)

   ________________________ or ________________________

   ________________________ or ________________________

Now silently ask yourself about each person you've identified in each category:

a. Do I have good rapport with this person?
b. Do I feel trust and respect for this person?

If you answered no to either question, identify another person (a) whom you do trust and (b) who can work effectively with influential administrators and faculty with whom you yourself do not have a strong relationship.

The advantage of thinking in terms of yourself as part of an equity leadership team, rather than of yourself as the primary and sole leader, is that you will more easily be able to accept and compensate for the fact that you alone cannot work effectively with everybody and cannot single-handedly develop a strong and successful program no matter how much power or influence you have. Now list the people you'd like to consider further for your equity leadership team:

1. Administrator:____________________________________
2. Women's studies specialist/feminist: ________________
3. Respected faculty member:__________________________

If there's anyone on the team you still feel uncomfortable with or skeptical about, just note that now, and plan to think about the risks and benefits later.

Skills, Information, and Leadership Styles Needed

Again considering your own abilities, as well as those of other members of your potential leadership team, answer the questions below:

1. Do you have a person on the team who is charismatic? a good promoter of new ideas? a good speaker respected by faculty and/or administrators? If so, who?

   ________________________ If not, who with that skill could be consulted for help and advice, even if not a member of the project leadership core group?

____

2. Do you have anyone on the team who is tactful, well liked by many people, and able to help people with conflicting viewpoints to resolve their differences? If so, who? _______________________________ If not, who with that ability could help refine written or oral communications? ____________________

3. Do you have anyone on the team who has access to information about where in the institution discretionary monies might be found, and about what purposes or restrictions (written or unwritten) might be specified for such monies? _______________________ If not, whom could you consult to get that sort of advice and information? _______________________

If You Are Not a Member of the Faculty or Academic Administration

Some very successful projects that have involved the integration of women and women's needs, research, and perspectives have been initiated by staff administrators who are not faculty or academic administrators. If you hold a professional position such as Director of Equal Opportunity/ Affirmative Action, Assistant to the President, Assistant Dean of Student Services, Librarian, or Counselor, you should continue to read this handbook and continue to consider ways to be a co-leader of an inclusion project at your institution. You will have certain limitations for which you will need co-leaders to compensate, but you will also be in a key position to help assess needs and suggest or initiate important activities consistent with an inclusion project's objectives.

Steps to Take to Involve the People You Identified as Co-Leaders

1. Share and discuss with prospective co-leaders the rationales you've considered in Sections A and D of this chapter. Then ask each person whether he or she would like to be actively involved in developing the understanding and support of others who might be interested in a pilot project to encourage and assist faculty and staff to identify, discuss, and evaluate the new scholarship of women and, eventually, revise a course, program, or activity in light of the scholarship, needs, and perspectives of women.
2. To prepare for the fact that prospective co-leaders might want to know more specifically what the objectives and activities of a pilot project might be, skim Section I of this chapter and be prepared to summarize for the co-leaders the objectives and activities suggested therein.
3. Now note the responses of your prospective co-leaders:

- o How did the administrator respond? And what did she or he suggest as the next stage?__________________

  ____

  ____

  ____

  ____

- o How did the respected faculty member not identified with women's studies or feminism respond? What did she or he suggest as the next stage?______________

  ____

  ____

  ____

  ____

- o How did the women's studies specialist/feminist respond? What did he or she suggest as the next step?

  ____

  ____

  ____

  ____

4. Now assess the responses and advice you have received to date. Then decide (check those which apply) whether you:

___ Have received from all three kinds of co-leaders strong statements of interest in and commitment to help initiate and plan a pilot project

___ Have received strong expressions of interest, but weak expressions of commitment to devote time and energy to help promote a pilot project

___ Have received weak expressions of interest and little or no commitment to help promote a pilot project

5. If you have obtained strong commitments from all three kinds of co-leaders, proceed to implement the recommendations set forth in the remaining sections of this chapter.

6. If you have not yet obtained strong commitments from all three kinds of co-leaders, you probably need to do the following:

   - Review and revise your explanations of why curriculum integration is important to ensure academic quality. (You may need to read additional material; see Notes for Chapter 1 and see Bibliography.)
   - Develop your explanations and present them in terms clearly related to the professional and personal interests of the individuals whose support you are requesting.
   - Share information with and seek the support of other individuals who have the needed characteristics.
   - Consult a few people who have successfully initiated and implemented such projects at other institutions. (Contact information is provided in Faculty Development Consulting Program: A Directory of Consultants . . ., from Peggy McIntosh, Center for Research on Women, Wellesley College, Wellesley,

Massachusetts 02181, telephone 617/431-1453. The Directory is frequently revised and brought up-to-date. You might wish to consult also How to Integrate Women's Studies into the Traditional Curriculum, by Dinnerstein, O'Donnell, and MacCorquodale; and the Sourcebook for Integrating the Study of Women into the Curriculum, compiled by Schmitz; both works are listed in the Bibliography.)

Section F: How to Develop the Interest and Support of Faculty Opinion Leaders

Recommendation: Communicate informally with respected, influential faculty members to elicit sufficiently strong interest and support so that at least three to five of these persons—in addition to the co-leaders you've previously identified--are willing to sign a proposal for a pilot project, and/or participate in activities designed to help faculty and administrators evaluate the new scholarship on women and its appropriateness for incorporation into courses and programs.

> Note: Throughout this handbook, the term "you" is used to address you as an individual and also your project leadership as a group. If one member of your project leadership team has more influence than another with a particular administrator or faculty member, it's usually best to have that person be the one who initiates a request for support from the particular administrator or faculty member.

Your immediate objective at this stage is not to elicit a long-term commitment to study or teach the scholarship of women. At this early stage, the goal is simply to elicit an agreement to support a small pilot project to assist and encourage faculty and

BEST COPY AVAILABLE

staff who wish to evaluate some of the scholarship and perspectives of women pertinent to their own areas of teaching, research, or professional practice. When you eventually approach an administrator or a faculty committee to request funding for a pilot project, you will need to be able to demonstrate that respected faculty support this effort and are willing to participate in the pilot project.

Opinion leaders are key to the acceptance and development of any project, as Ronald Havelock has pointed out in A Guide to Innovation in Education. According to Havelock, some "influentials" in an organization "act as legitimators, making the majority feel that it is O.K. to try something out. . . . Others serve as facilitators. . . . Still others serve as gatekeepers, opening up (or closing off) access to needed resources." There are undoubtedly certain influential faculty, members, as well as key administrators, who are opinion leaders at your institution. Make sure that a number of them will support your proposed project.

Suggested Ways to Prepare

Section A of this chapter gives some explanations and suggestions to help you persuade faculty and administrators to realize that serious questions and concerns about the quality of the traditional curriculum need to be studied and evaluated by those who are committed to academic excellence and integrity.

Write down the names of some members of faculty whom you trust and respect and who:

- are members of an important college or university committee that reviews new courses or programs, or are otherwise involved with curriculum planning or approval
- are members of a committee that makes recommendations committing faculty development funds or advising regarding the institutional budget
- have interests and experience in women's studies and/or ethnic studies
- are respected by and influential with the president or chancellor
- are respected by and influential with the provost, vice president for academic affairs, or dean of the college

Does your list include both women and men? If not, try to identify both men and women who might be helpful.

From the names you've listed, select three to five persons with whom you have rapport, and with whom you will get in touch to discuss why a curriculum integration pilot project is needed.

Ask the co-leaders you've identified and cultivated to note their choices for faculty members who meet these criteria. It is desirable to have a number of faculty and administrators visibly involved in promoting the pilot project even though you may have more knowledge of women's studies scholarship than others in your institution have. Share information and materials to help one another communicate effectively with faculty and administrators. You (individually and as a leadership team) should now informally discuss with the designated faculty members the rationales for supporting an inclusion pilot project. We recommend that you select and adapt to the professional and personal interests of your listeners the rationales and approaches suggested in Sections A, D, and F of this chapter.

After, but only after, you have elicited indications of genuine interest, inquire whether the faculty member might be interested in being involved in one or more of the following kinds of activities:

- o Participating in seminars and listening to consultants, or participating in a summer reading project that will help the faculty member become familiar with and evaluate the scholarship of women
- o Working to revise a couple of lectures or a unit of a course in light of the new scholarship of women
- o Helping to draft and propose a pilot project for possible funding (by an appropriate administrator, faculty committee, or foundation)

Do not ask a person who is unaware or uncertain of the quality of women's studies scholarship to make a commitment to revise a whole course. Do ask whether she or he would be interested in trying to develop or revise a lecture or two, or a class or two, in light of the new scholarship and perspectives of women.

As a group, you and your co-leaders should meet to assess the responses of each faculty member whose interest and support you've sought. In a small college, gaining the support of three to five respected faculty members for a pilot project might be adequate to persuade an administrator or a faculty development committee to release funds; in a university that enrolls 10,000 students, it might be preferable to obtain the support of twelve to twenty faculty members prior to initiating a request for funding a pilot project.

If you think faculty support is not yet as strong and as broad as it should be to give you the leverage needed to justify a request for funding, do the following:

- Review and revise your explanations of why curriculum integration is important to ensure academic quality. (You may need to read additional materials; see Notes for Chapter 1 and see the Bibliography.)
- Develop your explanations and present them in terms appropriate for the professional and personal interests of the individuals whose support you are requesting.
- Share information with and seek the support of other individuals who have the needed characteristics.

Note, too, that some faculty may be more receptive to a new project if they know that a principal administrator seems interested and supportive. The effort to explore and cultivate both faculty and administrative support can and generally should be conducted simultaneously by you and your project co-leaders. Therefore, be sure to study Section G of this chapter, which addresses how to develop administrative support.

Section G: How to Develop the Support of a Key Administrator

Recommendation: Informally cultivate the support of at least one top-level administrator (president, chancellor, provost, vice president for academic affairs, or dean of the college).

Rationale

As previously noted, opinion leaders play a key role in determining whether or not an institution will accept an innovation. In a college or university, certain key administrators, as well as some respected faculty members, are likely to be the opinion leaders who can enable a new idea or a new project to obtain legitimacy and resources.

Preparing to Negotiate

When you are preparing to negotiate with an administrator, you must think about not just the authority of that particular administrator and what you want her or him to do. You must consider as well the various people and conditions that influence, or seem to influence, the administrator's thoughts and actions. For example, your campus president or chancellor is probably influenced by the interests and priorities of the trustees, major donors, alumni/alumnae; by the vice president, provost, or dean; by certain faculty members; by the desire to increase the prestige of the institution; by the thinking and priorities of other campus presidents of equal-status or higher-status institutions; by parents of currently enrolled students; by students and potential students; and, if it is a public institution, by the priorities of the governor, the

BEST COPY AVAILABLE

legislature, and the taxpaying public.

The president, chancellor, provost, vice president, or dean not only has the line authority to control a number of people and budgets, and to administer and interpret various policies; he or she also influences many others within the institution and is influenced by others inside and outside the institution. You will therefore want to consider influence relationships, as well as authority relationships.

Some steps you can take are as follows:

1. After reconsidering Sections A and D of this chapter, you and the other members of your planning and leadership team should assess each of the chief administrative officers in terms of the following questions:
   - What currently are this person's primary concerns and interests--declining enrollments? fund-raising? public image? national or statewide recognition and reputation? core curriculum? liberal arts education? faculty development? And so on.
   - What themes, issues, or phrases recur frequently in this person's conversations and speeches?
   - Has this person previously supported women's studies or equity-related projects? If so, what seems to have been the reason for support in each case?
   - Does this person have a discretionary or contingency budget that can support either pressing or experimental projects costing about $1,000?

about $5,000? ___ about $10,000? ___ about $20,000? If so, what sorts of projects have been funded by this means?

- Does this person have a good personal and/or professional relationship with one of the members of your planning and leadership team--that is, do you have the advantage of rapport with and direct access to the administrator?

2. Decide which of the central administrators you think it best to approach first with information and a request for support. Some factors that should influence your decision include the following:

   - The apparent power or influence that the administrator has in relation to other principal administrative and faculty opinion leaders
   - The receptivity and support that the administrator has previously demonstrated regarding women's studies and equity-related issues
   - The degree of rapport that exists between the administrator and you and/or your planning and leadership team members
   - The control that the administrator has over discretionary monies

   If the two most powerful administrators oppose, rather than support, each other's decisions, you should decide whether it seems best to cultivate (a) each administrator, independent of the other, or (b) only the one who is the most powerful.

3. Decide who on your planning and leadership team will conduct the first informal (oral) discussion, presenting your rationale and requesting support in terms appropriate for the administrator's interests. If one team member clearly has more rapport and a closer working relationship with the administrator, probably that person alone should approach the administrator. But if none of you has easy access and a close working relationship, it might be preferable for two or three of you to go together to present to the administrator the hope of a number of faculty that support, including financial support, will be made available for a curriculum integration/faculty development pilot project.

4. Write down the principal rationale(s) likely to be effective in helping the particular administrator understand why your institution would benefit from and should support such a pilot project (think especially in terms of the ideas you developed after studying Sections A, D, and F of this chapter):

____

____

____

5. If funding or enrollment problems are pressing at your institution at this time, be prepared to present one or

both of the following points:

- o An institutionally funded pilot project could enhance the institution's chances of obtaining a foundation grant for a larger, related project.
- o A project to improve the quality of the general education program and/or to improve the quality of education for women students could be an asset when the institution is recruiting students.

6. If you do not have direct access to the chief executive officer or the chief academic officer, cultivate the personal and professional understanding and support of a person who does report directly to the chief executive officer or the chief academic officer. Give that person easily digestible information so that she or he can, in turn, support your proposal when you are prepared to make a specific request or recommendation. An assistant to the administrator or a department chair or dean may be able to identify possible sources of funding, as well as administrative priorities related to the goals of your project.
7. Review Sections H, I, and J of this chapter prior to asking the administrator to commit a specific amount of funds to your project.

Section H: Naming the Project

Coordinators of curriculum inclusion projects need to make some decisions about the title of the project and about the terminology they will use to communicate with faculty and administrators about the goals of the project.

Reviewing some of the project titles that have been used at other institutions may be helpful. Wheaton College's project was entitled "Toward a Balanced Curriculum: Integrating the Study of Women into the Liberal Arts." The University of Maine at Orono's project was entitled "Women in the Curriculum," and two symposia held at Orono were entitled "Moving Toward a Balanced Curriculum." An informal coalition of 16 independent colleges named a conference "Scholars and Women: The Place of the New Learning about Women in Liberal Arts Institutions." More project names--and more information about the projects--can be found in the Directory of Programs: Transforming the Liberal Arts Curriculum . . . available from the Center for Research on Women, Wellesley College, Wellesley, Massachusetts 02181. You may consult also the Sourcebook for Integrating the Study of Women into the Curriculum, compiled by Schmitz; and How to Integrate Women's Studies into the Traditional Curriculum, by Dinnerstein, O'Donnell, and MacCorquodale (see the Bibliography).

What to name the project and what terminology to use to describe the work of a project designed to move toward a feminist transformation of the curriculum have been considered very important, yet problematic, by those initiating and developing such projects. The title "Toward a Feminist Transformation of the Curriculum," chosen by the Great Lakes Colleges Association as the title for some conferences and summer institutes it sponsored for academic feminists, seems clearly and directly to express the goal of most other curriculum integration projects, as well. But most projects designed to engage not-yet-feminist as well as feminist faculty and administrators have omitted words like "feminist" or "transformation," or phrases like "women's studies," from their titles, even though it was strong feminists who developed these projects. The phrases "new scholarship on women" and "scholarship by and about women" are used frequently when project staff are obviously referring to feminist scholarship and perspectives. Nonetheless, some women's studies coordinators have argued that terms like "feminist" and "women's studies," rather than phrases that can seem circumlocutory, should be used early in the project.

A phrase such as "new scholarship on women" can be justifiably and appropriately used in the very early stages of a curriculum integration project or in discussions with individual faculty members or administrators who do not yet identify as feminists. If your purpose is to communicate to faculty and administrators that the traditional curriculum and scholarship in their discipline tend to be exclusive of women and pertinent primarily to white males from privileged societies, your first goal should be to engage them in actually reading or listening to feminist scholarship and critiques of traditional scholarship and curricula. The phrase "new scholarship on women" communicates that you are inviting them to read or hear something with which they are probably unfamiliar; whereas, unfortunately, the popular media have led many people to believe that anything or anyone labeled feminist should be discounted or disapproved of. Once these faculty or administrators have actually read or heard some "new scholarship" or critiques that they find stimulating and valuable, you can and should point out that these are academic feminist scholarly materials or viewpoints. If they then express surprise, they are probably ready to listen with respect to a brief explanation of feminist values, particularly if you relate your explanation to a concept or value of interest to them.

Be sure to advance one new concept at a time; don't simultaneously challenge both the traditional curriculum and erroneous notions about feminism. Help people move gradually from one developmental step to the next, so that they will be able to integrate the new information into their own thinking. (See also Chapter 2, Sections F and G, which include a more detailed discussion of the developmental process and ways to work effectively with that process.)

Section I: How to Plan a Pilot Project

Recommendation: With the support and help of the project co-leaders, outline the general purpose of and some proposed activities for a pilot project.

General Guidelines for Planning a Pilot Project

A curriculum inclusion pilot project should be designed to:

- Elicit the interest of a relatively large number of faculty, administrators, and professional staff in studying and evaluating the new scholarship and perspectives of women pertinent to their own area of teaching, scholarship, or professional practice
- Communicate that the project needs and welcomes men as well as women
- Foster faculty and administrative respect for the quality of academic feminist scholarship, and for the quality of the project itself as developed by you and others

Suggested Pilot Project Activities

One of the best ways of getting people involved in your project is to sponsor campus events that are informative and socially satisfying. Informal "sandwich seminars"--held weekly or monthly at the same place--have proved to be an effective way of involving women and men, faculty, administrators, and staff in discussing selected articles by feminist scholars or in listening to faculty or external consultants present their work pertinent to feminist scholarship and critiques. (The essays by Christina Baker and Jerome Nadelhaft in Chapter 5 offer examples of informal presentations by faculty from the University of Maine at Orono.)

A lecture series or symposium featuring distinguished academic feminist speakers and scholars can be organized and publicized in ways that will attract traditional faculty, administrators, and staff. This handbook includes some suggestions for developing and publicizing such events; you can also get examples of effective publicity from coordinators of curriculum integration projects at other institutions. Contact information is included in the Faculty Development Consulting Program: A Directory of Consultants on Transforming the Liberal Arts Curriculum . . .; a recently revised Directory can be obtained from the Center for Research on Women at Wellesley College.

Summary of Suggestions for Planning and Organizing a Pilot Project

For the purposes of planning and budgeting, you can project that you will probably need--and should be able to obtain--for a pilot project twice as many dollars as there are enrolled undergraduates in the institution. For example, plan to seek and obtain $2,000 if there are 1,000 undergraduates; $6,000 if there are 3,000 undergraduates; and $20,000 if there are 10,000 undergraduates. (Suggestions to help you secure funds are given in Section J of this chapter.)

Plan and implement the project so that it will:

- Visibly include activities from at least three of the four categories of objectives and suggested activities listed under the next subheading in this section

- Visibly involve people who previously have not identified with women's studies or feminism, as well as those who have
- Give influential faculty members and administrators incentives as well as opportunities to read and evaluate high-quality academic feminist articles or books relevant to their own professional interests
- Give faculty who are not yet familiar with women's studies scholarship some incentives and opportunities simply to listen, evaluate, and consider a feminist scholarly analysis or instructional approach

Use terminology that makes it clear that individual faculty (including you, yourself), the project, and the institution as a whole need and hope to move toward "a balanced curriculum," or "a bi-focal curriculum," or "an inclusive curriculum." High qualitative standards for a "balanced," "inclusive," or "bi-focal" course should be defined in order to make it clear that a superficial addition of some materials by women or references to women does not constitute integration, inclusion, or balance. (See Chapter 3, Section D, for an example of a definition of a balanced course.)

Utilize terminology, and develop short- and long-range goals, to help you and the project leadership team remember that the process of moving toward a "balanced," "inclusive," or "bi-focal" curriculum is slow and developmental--both for individual faculty members and for the project and the institution.

Arrange for access to clerical support. Duplicating articles, scheduling informal and formal meetings, keeping records, and following up on purchases of books and other necessary materials are all time-consuming but essential tasks.

Planning the Pilot Project's Design: Four Objectives and Suggested Activities for Each

Prior to requesting a specific amount of funding for a pilot project, you and the other members of the core planning group should think about the objectives and activities of a pilot project. The four categories of objectives listed below should help you think through some possible designs for a pilot project that would be effective on your particular campus. Plan your project so that it includes activities from at least three of the four categories.

Objective 1

To inspire and encourage relatively large numbers of faculty, administrators, and staff to read and give serious consideration to the scholarship and perspectives of women

Suggested Activities for Objective 1

1. Plan and arrange lectures and faculty seminars to be delivered by feminist scholars distinguished for their work in women's studies teaching and scholarship and respected also by traditional academic scholars.

2. Plan and implement a lecture series or symposium around a theme that permits cross-disciplinary exploration of research by and about the contributions, needs, and perspectives of women. To obtain information about speakers and consultants:

   - o Request a consultant/speaker list from Dr. Peggy McIntosh, Wellesley Center for Research on Women, Wellesley College, Wellesley, Massachusetts 02181, telephone 617/431-1453.
   - o Consult directors of curriculum integration projects at other institutions.
   - o Talk with and include in your programs knowledgeable women's studies faculty, if such persons are available within your own or a neighboring college or university.

Objective 2

To promote breadth of discussion and thought and to foster collegial exchanges of information, ideas, and support

Suggested Activities for Objective 2

1. Schedule weekly or monthly informal discussions that focus on one or two articles from a feminist scholarly publication such as SIGNS: A Journal of Women in Culture and Society or one of the edited collections suggested in Chapter 1, Section D.
2. Schedule weekly or monthly sessions that include a presentation by a faculty member or consultant who is

knowledgeable about women's studies scholarship and is making significant efforts to develop a course that is "balanced." (See Chapter 3, Section D, for an example of a definition of a balanced course.)

3. After consultation with others who have directed curriculum integration projects, work with your colleagues to develop a study group that will focus on feminist theory and/or on ways in which disciplines and courses would need to change in order to reflect the fact that women are half the human race.

Objective 3

To provide for project coordination to help ensure quality

Suggested Activities for Objective 3

1. Arrange for project coordination by a respected faculty member or administrator who is knowledgeable about women's studies resources and scholarship. Consider requesting a small stipend (according to whatever amount and procedure are acceptable in your institution) for the coordinator of the pilot project; in our cooperating institutions, at least $500 or released time was usually given to the person serving as project coordinator. Specify the coordinator's responsibilities. These might include:

   - Identifying and selecting articles for discussion at "sandwich seminars" or in study groups
   - Identifying and inviting distinguished academic

feminist scholars to give a lecture, conduct seminars for faculty, or participate in a symposium

- Organizing events so that faculty and administrators will want to attend because the events seem important, a privilege
- Identifying and sharing feminist scholarly articles appropriate for the interests of the target group (follow-up discussion on a one-to-one or small-group basis should be arranged)

2. Provide for a librarian to be available to assist faculty and administrators who wish to identify and retrieve new scholarship of women appropriate to various curricular and/or administrative areas. Make sure that the dean, provost, vice president, or project coordinator publicly announces the availability of a librarian who will help faculty who are seeking appropriate materials by and about women for inclusion in their courses.

Objective 4

To engage a small number of faculty in depth of study and course revision in light of the new scholarship of women

Suggested Activities for Objective 4

1. Offer competitive stipends (at the level ordinarily offered for faculty development in your institution), and invite proposals for summer study or released time to be used for the purpose of preparing to reconstruct part of a course (one or more lectures, a unit, or a major

2. Encourage those faculty members who have little or no knowledge of women's studies scholarship to work on a team or collegial basis with those who do have such knowledge and who have related teaching or research interests.
3. Suggest the use of female-male faculty teams, when feasible, to communicate that the participation of both men and women is welcomed and valued.
4. Consider and select a focus for these efforts. Some successful curriculum integration projects have started with a focus on introductory liberal arts courses; others have invited interested faculty to begin with any course level, undergraduate or graduate, at which they wished to start.

Preliminary Budget for the Pilot Project

Now draft a preliminary budget that will cover the costs of a pilot project encompassing at least three of the four categories of suggested activities described above. (See also Section J of this chapter, which notes some items and costs.) Having a preliminary budget will be of help to you when you begin to explore and cultivate administrative and faculty support.

Section J: How to Request and Secure Funds

General Recommendations

In general, we recommend that you plan to start with a request for at least twice as many dollars as there are enrolled undergraduate students at your institution (for example, $5,000 or more if the institution has approximately 2,500 enrolled undergraduate students; $10,000 or more if the institution has 5,000 students). If your institution is small (fewer than 2,500 students), we suggest that you try to obtain from one or more sources at least $2,500 for a one-year pilot project, although you might be able to initiate significant faculty development work with less funding--perhaps $1,500--if strong administrative and faculty support and effective publicity make the effort seem important and exciting. If you are in a university that enrolls more than 10,000 students, it ought to be possible to obtain $20,000 (or more) from one or more sources, including the president's or chancellor's contingency fund, endowment monies, alumni/alumnae funds, faculty development monies, and distinguished-speaker funds.

An institution committed to high-quality instruction for all students--male and female--should be willing to allocate just two dollars per student for a pilot project designed to serve as a catalyst to improve the quality of education for all students. If some argue that a curriculum integration pilot project probably can't and won't serve all students indirectly and all faculty departments directly in one year, you might reply as follows:

- A pilot project can present some speakers and activities that should be of value to all faculty and administrators who are interested in the quality of general or liberal arts education offered to students.
- A small number of selected departments and faculty members can develop models that other departments and faculty can review and, if they think them valuable, can adapt to their own needs at a later date.

It is, of course, true that no pilot project can serve all faculty, staff, and students in one year. The purpose of the pilot project is to begin to develop a few model curriculum inclusion efforts and to help a relatively large number of faculty, administrators, and staff become familiar with and begin to evaluate some of the new scholarship and perspectives of women.

Assume that you can and will be able to obtain the amount of funds needed if the rationales and objectives are presented carefully and appropriately to those who set priorities and control internal funding. As pointed out in Section A of this chapter, an institution of higher education cannot really fulfill its commitment to offering all students an education of high quality unless the institution strongly encourages and supports faculty efforts to (a) become knowledgeable about the new scholarship on women and (b) significantly reconstruct the curriculum in light of the scholarship of women as well as men.

If you and just a few influential faculty and administrators recognize how compelling that educational imperative is, you should be able to foster the support you need.

Exploring Possible Sources of Funding

Look into any or all of the following as you explore avenues of funding for your project.

- The president's, chancellor's, provost's, or vice president's contingency budget or discretionary budget
- Funds available for faculty or staff development (these may be administered through the offices of several vice presidents or deans)
- Endowment funds designated for faculty or staff development (allocation is usually controlled by a central office or a faculty committee, but priorities may be influenced by the president, vice president, or dean)
- An instructional development grant specifying funds for curriculum, institutional, or faculty/staff development
- Funds designated for guest lectures (these may be obtainable by submitting a proposal to a faculty/student committee)
- Departmental funds slotted for guest lecturers, colloquia, staff development, faculty/staff travel, or the purchase of library books and journals
- Library funds for the purchase of books or journals

Estimating the Costs of Your Proposed Project Activities

Below are some expense items you should take into account when you are estimating project costs.

1. Feminist scholars and speakers: Honoraria generally range from $200 to $1,500 per day. Travel costs include round-trip plane fare or mileage, hotel or motel expenses, and meals.
2. Photocopying scholarly materials: Estimate that journal articles average ten pages each, that each participating faculty member or administrator will need one copy of an article, and that photocopying costs will be five to ten cents per page. If you develop study groups or "sandwich seminars," estimate that 10 to 20 people meeting weekly will review about ten articles per semester. Take into account the probability that you will want to duplicate additional articles from time to time in order to foster the interest of selected individuals.
3. Publicity: Include in your estimate the cost of printing fliers to announce symposia, "sandwich seminars," and distinguished speakers. Be sure to investigate free or low-cost means of campus publicity that may be available at your institution.
4. Planning and promoting events: You may wish to make available light refreshments before or after project events. And for a major event, you might wish to sponsor a luncheon or dinner in conjunction with a presentation by a distinguished speaker.
5. Stipends: Consider offering stipends for faculty who are

engaged in some depth of study and course revisions. The amount of the stipend should be neither higher nor lower than that ordinarily offered for faculty development activities at your institution. (It might be appropriate to offer from $100 to $250 per week for a project of summer study and course revision that runs three to six weeks.)

6. Staff support: See Section I of this chapter for specific suggested responsibilities.
7. Acquiring books and journals: Consider the costs of purchases for the library as well as for individual faculty and administrators.

Developing the Written Proposal

After you have obtained oral commitments of support, including the willingness to designate some funds for a pilot project, submit to the appropriate administrator or committee a well-written, brief proposal that explains why a pilot project is needed, why it is consistent with your institution's mission, what specific activities and budget you are proposing, and why the activities and the financial commitment will have an important impact consistent with the objectives of your institution and your proposed project.

Here are some ways to prepare:

1. Double-check to make sure you have faculty and administrative support.
   - Prior to formally requesting funds from any

administrator or faculty committee, prepare a draft version of a proposal, including a tentative budget; label each page DRAFT; and share and discuss the proposal with the core leadership group members, with faculty who have indicated an interest in being involved with the curriculum integration project, and with the key administrators and/or committee members whose support you need for funding and/or for "legitimacy." Ask for their suggestions and advice regarding the proposal's content, the possible source(s) of internal funding, appropriate ways to request the funds, and so on. Do the persons who control or influence the allocation of funds think your proposed budget is reasonable? If they express reservations or concerns about any aspect of the proposal, ask what suggestions they can offer for improving the draft or addressing the problem.

- Then revise the draft, incorporating, insofar as possible, the suggested revisions for content and style. Circulate the revised draft to the same people, with an expression of thanks for their help in improving the draft and with the acknowledgment that you've endeavored to revise in light of their suggestions.

2. When you feel reasonably sure that you have commitments and assurances of support from a number of respected

faculty and administrators, including those who control or influence funding, submit the written proposal to the appropriate administrator(s) or committee(s).

Section K: Key Steps to Take: A Summary

Compliance-oriented, legalistic approaches and appeals are less effective than professional ones in helping faculty and administrators to internalize a commitment to promote equity for women in the college or university.

1. Define projects and goals in terms broad enough conceptually to enable faculty and administrators to recognize how and why educational equity for women is consistent with and essential for scholarly and instructional integrity and excellence.
2. Emphasize how and why sex bias in research and in curricula raises serious questions about scholarly and educational excellence and integrity, and should therefore be of concern to both women and men and to faculty and administrators.
3. Encourage administrators and faculty to support and promote an equity project or goal by explaining and demonstrating how and why the project or goal is consistent with the person's own scholarly, instructional, or administrative interests and values. (For example, if a provost is committed to liberal education, relate your proposed curriculum integration project to liberal education issues; if the chancellor or vice president is concerned about attracting more external funding, point out that curriculum integration projects elsewhere have attracted foundation support.)

BEST COPY AVAILABLE

4. Give faculty specific suggestions to help them incorporate research by and about women into regular academic courses and programs. Similarly, give administrators and faculty committees specific suggestions to help them revise an administrative policy or procedure in light of the research of women.
5. Conceive of your educational effort as a team or task force effort rather than as an individual effort.
6. Focus initial efforts upon fostering the understanding and support of administrative and faculty opinion leaders, those to whom other faculty administrators are most likely to look for information, for help, or for professional and/or financial support.
7. Engage the visible support of key opinion leaders to influence other individuals and departments to begin to support your project.
8. Develop an approach that will visibly demonstrate that your project or effort is of professional concern and interest to women and men, faculty and administrators.

Notes

1. Florence Howe, "Feminist Scholarship: The Extent of the Revolution," Change: The Magazine of Higher Learning 14 (April 1982): 20.
2. Gerda Lerner, "The Challenge of Women's History," in Liberal Education and the New Scholarship on Women: Issues and Contraints in Institutional Change (Washington, D.C.: Association of American Colleges, 1981), 41.
3. Howe, "Feminist Scholarship," 14.
4. Lerner, "The Challenge of Women's History," 42.
5. Carolyn C. Lougee, "Women, History and the Humanities: An Argument in Favor of the General Curriculum," Women's Studies Quarterly 9 (Spring 1981): 4-7.
6. Peggy McIntosh, "The Study of Women: Implications for Reconstructing the Liberal Arts Disciplines," The Forum for Liberal Education 4 (October 1981): 1-3; also Howe, "Feminist Scholarship," 20.
7. Roberta M. Hall and Bernice R. Sandler, The Classroom Climate: A Chilly One for Women? (Washington, D.C.: Project on the Status of Women, Association of American Colleges, 1982).
8. "Normative" is Etzioni's term for organizations whose members tend to be motivated primarily by internalized professional values rather than by coercion, profit motives, or respect for higher management authority. See Amitai Etzioni, Comparative Analyses of Complex Organizations (New York: The

Free Press, 1961), 40.

9. Ronald G. Havelock, A Guide to Innovation in Education (Ann Arbor, Mich.: Institute for Social Research, 1970), 124, 132, 135-6.

10. For a detailed discussion of the value of using multiple sources of authority and influence, see also Samuel B. Backarach and Edward J. Lawler, Power and Politics in Organizations Washington, D.C.: Jossey-Bass, 1980.

11. Havelock, A Guide to Innovation in Education, 132-33.

Chapter 2
Implementing the Pilot Project

Differences among women, as among men – including differences in cultural values, race, class, and sexual preferences – should be acknowledged and studied in ways that do not violate the integrity of individuals or groups.

(JoAnn Fritsche)

Section A: How to Foster Both Awareness and Quality

As a project coordinator, you will need to develop your own awareness of feminist scholarship and critiques in a variety of disciplines, and you will need to find efficient and effective ways of helping other faculty and administrators become similarly aware. SIGNS: A Journal of Women in Culture and Society is particularly helpful, for it contains specific articles and reviews of high quality that you and others can share with faculty members and administrators likely to be interested in a particular topic. Men's Studies Modified, edited by Spender; A Feminist Perspective in the Academy, edited by Langland and Gove; The Prism of Sex, edited by Sherman and Beck; and The SIGNS Reader, edited by Abel and Abel, are useful for those who are trying to become familiar with academic feminist critiques pertinent to a number of disciplines (these works are listed in the Bibliography).

To help ensure that the curriculum integration project as a whole will be of high quality, and to help individual faculty members make substantive changes in courses when they try to integrate the scholarship and perspectives of women, it is necessary to provide faculty with many opportunities to study feminist theory and feminist critiques of the research and assumptions underlying the traditional disciplines.

Suggested Ways to Begin

1. Inquire whether your institution's library subscribes to SIGNS: A Journal of Women in Culture and Society. If the

journal is not available, arrange for the library to subscribe and also to order back issues. If the funds for your project have not yet been allocated, you and other faculty should communicate with the appropriate academic officer to express your concern about the importance of having this important resource regarding the scholarship of women added to the library promptly. Make sure the library includes or purchases, in addition to SIGNS: A Journal of Women in Culture and Society, the four edited volumes mentioned at the beginning of this chapter.

2. Organize informal luncheon discussions or study groups, and distribute one or two articles from a collection or journal of high quality from an academic feminist perspective.
   - Try to arrange for the first presentations or discussions to be led by one or more persons who are truly knowledgeable about women's studies scholarship and critiques, and who are likely to be respected by traditional faculty as well as by women's studies faculty.
   - In order to engage diverse faculty, rotate responsibility for facilitating the discussion.
   - When you are assigning co-facilitators for discussion of particular works, pair someone who has women's studies expertise with someone who has little or none.

- Invite a women's studies faculty member and scholar from your own or a neighboring institution to give a presentation about the kinds of new questions and materials she or he is trying to incorporate into one or two courses. The person should be asked to explain how and why questions and materials challenge or significantly depart from accepted principles in the discipline.

3. Plan and organize a symposium or major academic event to which all faculty in the institution will be invited by the president, chancellor, provost, vice president for academic affairs, or dean. This event should be designed so that it (a) is of high academic feminist quality and (b) seems prestigious or important to attend. (Chapter 1, Section I, includes relevant suggestions.)

4. Since faculty members will not be able to make--or even prepare to make--substantive changes in their thinking and courses unless they really study and grapple with high-quality academic feminist critiques, analyses, and scholarship, it is important to arrange for small but gradually increasing numbers of faculty to obtain released time, summer study grants, or other incentives to encourage and assist them to engage in a carefully developed project of study and course revision. Because many institutions have policies that deny faculty development funds for course development or revision, you

may need to consider ways to justify a departure from such a policy, or to make it clear that the work being paid for is really research, not just course development or revision. So that they will understand the difficulty and complexity of the work that should be undertaken by the faculty participants, key administrators and faculty who are members of faculty development committees should be invited to participate in study groups or otherwise be involved in reading and confronting academic feminist critiques in a serious, substantive way.

5. The Sourcebook for Integrating the Study of Women into the Curriculum (see the Bibliography) is a valuable resource for people who are starting curriculum integration projects. The Sourcebook includes resources for faculty development; an annotated bibliography organized by academic and professional fields; and sample materials, such as assessment instruments, conference agendas, requests for proposals, and statements to communicate with faculty and administrators about project goals.

The Process of Change—Slow and Developmental

The process of formulating a feminist critique of one's own courses and of the scholarship, premises, and methodologies traditionally accepted in one's own discipline is slow. Major changes in awareness and behavior cannot and do not occur rapidly—either in individuals or in projects. Project coordinators can facilitate the process of change by bringing in knowledgeable, effective consultants and by sharing articles, critiques, questions, exemplary syllabi, and insights that will invite and encourage faculty and staff to reassess what they have been thinking, reading, teaching, or doing. An article relevant to an individual's or a group's own professional interests can impel serious thought.

Do not forget that the process of change is very, very slow. When you are feeling discouraged, remind yourself that a number of distinguished academic feminist scholars and speakers have commented that they are embarrassed to recall how their own courses used to reinforce the exclusion of women. It took even the most distinguished feminist scholars many years just to start questioning what they had learned in graduate school about what sorts of people and principles were "major" or "important" enough to deserve serious study and analysis.

Section B: How and Why to Develop an Advisory Committee

Thinking about an Advisory Committee: An Exercise

The exercise that follows is designed to help you think specifically about the kinds of people to involve when you are trying to foster and maintain academic feminist quality and also faculty and administrative support after you have obtained some institutional funds. Having a core group of respected faculty and administrators who are supportive of the project is usually essential if you expect to continue to obtain institutional funding.

To begin this exercise, assume that you have just been designated coordinator of a campuswide effort to develop a "women in the curriculum" project, whose purpose will be to encourage and assist faculty to integrate women's studies scholarship into their courses.

At your institution there are some faculty who teach women's studies courses or have a commitment to feminism. The administrators at your school do not want to see any new academic departments developed, but they seem willing to give limited administrative and financial support to the "women in the curriculum" effort. The chief academic officer (provost, dean, vice president for academic affairs) at your institution has indicated a willingness to allocate some funds to bring in speakers and otherwise to help faculty consider why and how they should incorporate the scholarship of women into their courses. He or she expects you to demonstrate that a group of faculty and administrators will help ensure (a) fairness to and the involvement of both women and men and (b) representation of faculty from diverse departments and academic divisions. You want to ensure academic and feminist integrity over the long run.

Recommend that the chief academic officer appoint a committee to assist and advise you. To ensure that the committee membership is broadly representative, credible, and effective but also includes the academic and the women's studies expertise you consider essential, recommend the appointment of at least eight persons, including yourself. Your list of recommendations should ensure that:

- At least half the appointees are knowledgeable about women's studies teaching and scholarship and/or have a commitment to feminism
- At least half the appointees are respected for their ability as teachers and scholars (at least two are very secure and established), whether or not they have women's studies experience
- The committee includes (a) at least one administrative staff member who reports to either the chief academic officer (dean, provost, vice president for academic affairs) or the chief executive officer (president, chancellor) or (b) an administrator or faculty member who has demonstrated "political" influence with top administrators and has the ability to locate and obtain funding

- Some men, as well as women, are included in the core group
- Diverse fields and departments/colleges are represented

Include yourself and your roles and characteristics as you think of the members needed. Think of the people at your institution. Now draw up a list of eight persons, including yourself, in light of the criteria listed above.

Double-check your list by analyzing it in terms of the following matrix. If possible, try to ensure that half the proposed members possess some knowledge of and commitment to academic feminism.

	Title or Role	Sex	Academic Reputation in Your Institution	Influence regarding Administration and Budget	Women's Studies/ Feminist Knowledge and Commitment
.					
.					
.					
.					
.					
.					
.					

nce you have completed this exercise, think about each person you have chosen for your committee. What
re the potential risks and advantages of having certain kinds of faculty and administrative representa-
ion on your committee? Think about each person's reputation, attitude toward women, power and influence,
nd/or contacts with different constituencies on campus. Try to ensure that your committee is multi-
acial. If you think the people you have chosen bring some liabilities, repeat the exercise with a
rusted colleague. Then review the pros and cons of having specific members on the committee. Is there
nyone you feel should be consulted privately and, if interested, be asked to contribute, but not be in-
luded on the committee because she or he might be too divisive? Think about how you and your core group
an use informal contacts and friendship networks to ensure that the core group is seen not as elitist
r exclusive, but as liaisons to communicate with both faculty and administrators.

Should You Use an Existing Committee?

You should consider the pros and cons of using an existing committee instead of arranging for the establishment of a separate advisory committee. On the one hand, support from an established, powerful committee may help give your project legitimacy. On the other hand, the academic feminist quality of your program can be threatened by dependence on an existing committee if it does not include committed and influential academic feminists. Does your institution now have a powerful curriculum review committee or faculty development funding committee that includes people who can be trusted to make a serious effort to understand and ensure the academic feminist integrity of your project? If so, you might decide to work through that committee on matters pertinent to it and to your project activities.

Ordinarily, in the early stages of the project, you will want to cultivate the support and understanding of members of powerful curricula committees or faculty development committees. But you will also want to have a separate advisory committee whose primary business is ensuring the development of and securing institutional support for your faculty development/ curriculum integration project.

The Question of Using a Committee from the Women's Studies Program

We think that, for several practical reasons, there should be a visible and functional distinction between a women's studies program committee and an advisory committee for a faculty development/curriculum integration project, even though it is desirable to have some overlapping membership, as well as coordination of activities and objectives. Usually, women's studies programs are by necessity committed to the goal of delivering high-quality academic feminist courses and academic program options to students. They therefore tend to involve and rely almost entirely upon faculty already knowledgeable about and committed to feminist scholarship and values, because the pressure to deliver high-quality women's studies courses and programs immediately leaves few resources with which to concentrate on long-term cultivation of those faculty who are not yet knowledgeable about feminist scholarship or committed to feminist values.

Like a women's studies program, a good curriculum integration project has as its long-term goal a feminist transformation of academic and professional courses and programs. The aim is for all students to have access to courses and programs in which feminist scholarship and values are thoroughly integrated. But the primary short-term goal of a faculty development/curriculum integration project should be to encourage and assist faculty and administrators to develop enough knowledge of and respect for academic feminist scholarship and values that they will be ready, in two to five years' time, to integrate such perspectives into their own professional practice.

The short-term and long-term goals of women's studies programs and curriculum integration projects are mutually supportive, but by no means identical. Simply merging the committees and administration of a curriculum integration project and a women's studies program will almost certainly lead to subordinating one effort and one set of short-term goals to the other, or sacrificing one for the other. Both strategies are needed to promote long-term curricular, institutional, and societal transformation. Each strategy needs and deserves to be advised and supported by people committed to ensuring its growth, effectiveness, and quality.

In an institution that has a women's studies program, the women's studies staff and committee members are likely to be primary internal resources for a curriculum integration project. Developing a distinct advisory committee whose membership includes some members of the women's studies program committee is one way to help ensure that your project's priorities do not "get lost" in or become subordinate to the efforts to deliver women's studies courses and programs to currently enrolled students.

(See also Chapter 3, Section C, for additional suggestions of ways to work with an advisory committee.)

Section C: How to Develop a Broad Base of Faculty Support

An inclusion project founded upon both feminist principles and the principles of planned, effective change in the curriculum and the institutional environment should welcome and invite the participation of women and men (at all levels of staff, faculty, and administration) who would like to help promote the effort.

The principles of planned change recommend visibly involving, at a very early stage of the project, those who are supportive and influential in the institution. But project leaders committed to inclusion should invite, include, acknowledge, and support knowledgeable and helpful women and men who do not yet possess much influence or power--in addition to involving those who already do.

The realities of limited funding and limited staff time will no doubt prevent you from working intensively and simultaneously with all the groups and individuals you would like to involve. Therefore, you will have to set realistic priorities, emphasizing in the early stages of project implementation a relatively small number of objectives, activities, and target groups.

Suggested Priorities

The primary project and institutional objective should be to move toward the development and revision of academic courses and programs to make them inclusive of the scholarship and diverse perspectives of women as well as men.

Strive to sustain the participation and support of a number of respected senior faculty--female and male--and of other faculty members, both senior and junior, including those who do and those who do not yet possess women's studies and/or feminist knowledge and commitment. Strive to do the same with selected department chairpersons and with at least one respected senior administrator.

Securing Commitments

Here are examples of commitments that you should seek and cultivate:

1. Ask a few respected faculty or administrators to share and discuss with their colleagues an excellent academic feminist scholarly article appropriate for their professional interests.
2. Ask a department chairperson to encourage departmental colleagues to read and assess an academic feminist journal or book pertinent to the discipline to help decide whether the library should purchase it.
3. Encourage the members of a department to invite a distinguished academic feminist scholar in their field to give a faculty colloquium.

Section D: How to Involve Faculty

Using a Self-Review Instrument with Faculty

The questions and suggestions in the self-review instrument that follows are particularly appropriate for faculty in the humanities, social sciences, or biological sciences and/or for faculty in professional fields such as education, social welfare, nursing, and other human services fields. We recommend that you use the instrument, as follows, to foster faculty interest in and concern about the quality of the educational experience they are offering their female students.

1. Faculty participation in self-review and course reconstruction should be voluntary, but should be invited, encouraged, and whenever possible, rewarded. Administrators, as well as project staff, should communicate that the self-review questions and suggestions, like the project as a whole, are designed to help faculty who care about excellence and about students, and who therefore want to assess how inclusive their courses are of the research, contributions, and perspectives of women as well as men.
2. Select from below the questions and suggestions appropriate for the faculty you wish to involve. Then ask the provost, vice president for academic affairs, dean, or department chair to encourage the faculty to analyze their courses in light of these questions and suggestions.

BEST COPY AVAILABLE

3. Arrange for the faculty to be asked to use these questions to analyze their own course(s) as preparation for a consultant's visit. Give the consultant (a) a copy of the questions and (b) information about the teaching and research areas of the faculty participants, so that the consultant can be prepared to answer specific questions effectively.
4. Do not ask people to respond to the instrument by mail; such an approach frequently evokes fear and suspicion. Instead, use the instrument in workshops, where helpful, reassuring consultants will be available.

Self-Review Instrument

If you want to make sure that your course is inclusive of and informed by the research and perspectives of women as well as men, here are some questions and suggestions to help you ensure that your course will develop the interest and aspirations of all students, female and male.

Ask yourself:

1. Does the course I am teaching present and discuss some "major" or "important" writers, artists, theoreticians, or contributors? ___ If so, how many of them are men? ___ How many are women? ___ How many are men of color? ___ How many are women of color? ___
2. How many of the required readings were written or edited by men? ___ How many by women? ___

3. If this course is a professional one (for example, in education, counseling, nursing, or social welfare), does it incorporate some serious research and critiques by feminist scholars who have analyzed the ways in which relevant institutions (such as schools, hospitals, and agencies) reinforce the status quo, with respect to sex roles and distinctions? to heterosexuality? to ethnic concerns? ______________________________

4. If this course does include material by or about women, how and where does that material appear in the course?

____

____

____

Do the research, theories, contributions, or perspectives of women, as I present them in this course, occupy proportionately less time and space in the course than those of men do? ___ approximately equal time and space? ___ more time and space? ___ Where in the course do I discuss women's research, theories, contributions, or perspectives (for example, as a single unit, in several units, or throughout the course)? _______________

____

____

____

5. What am I feeling or thinking right now about these questions? ____

____

____

____

6. Do my answers to questions #1-5 indicate that men's contributions, needs, theories, or critiques are receiving relatively more time, space, and emphasis in my course than women's are? ______________________________

____

____

____

If you would like to be referred to resources (people and/or published materials) that could help you identify women's scholarship and perspectives pertinent to your course and your general field of interest, please complete and return this form.

___ I would like to be referred to resources that could help me identify women's scholarship and perspectives pertinent to my course(s) and general field of interest.

My teaching areas are: ______________________________

____

____

____

Name: ______________________________

Department: ______________________________

Campus address: ______________________________

Phone number:

Section E: How to Involve Administrators and Nonteaching Staff

Integrating women into curriculum content is just one of the ways in which a college or university needs to change in order to demonstrate institutional respect for and concern about women as well as men. To assess whether other areas of policy and practice need to be addressed, involve a few administrators and professional staff in considering how the new research of women can help your college or university to address its enrollment and recruitment problems and/or improve the quality of services and education for diverse new student clienteles.

We suggest that you obtain from the Project on the Status and Education of Women (of the Association of American Colleges in Washington, D.C.) its studies and reports addressing the needs and problems of re-entry women. These materials give valuable information about such topics as admissions, transfer, residency, part-time study, alternative degree options, graduate study, financial aid, counseling, and student support services as they pertain to re-entry women. The reports developed by this Project will help faculty and administrators who are concerned about the quality of services and policies, as well as about enrollments and revenues.

Questions to consider include the following:

- Is enrollment declining at your institution? Are efforts being made to recruit and enroll nontraditional students--for example, mature women and men and/or minority students?

- What is your institution or unit doing to ensure that curriculum requirements, prerequisites, and class schedules are appropriate for the educational, career development, and personal goals and needs of diverse student clienteles?
- Have faculty in academic and professional departments, and have staff in the student service and the business and finance offices, been engaged in workshops and discussion groups designed to familiarize them with new research by women and minorities about the educational, personal, and professional development needs of new student clienteles?
- Does your institution offer flex-time or have other policies to accommodate the fact that academic, student service, and business offices often should be open some evenings and weekends to serve those students who have job and family responsibilities?

Invite some potentially helpful and interested nonteaching professionals to participate in the effort to include women and women's research in all areas of institutional practice and policy. For example, you might try one or all of the following ideas:

1. Encourage a professional librarian to (a) help faculty and also project coordinators identify academic feminist books and journals and (b) help arrange for the library to obtain these materials.

2. Invite a counselor, psychologist, or student service staff member to (a) assist project coordinators to become familiar with cognitive and moral development principles, including those formulated by feminist scholars and theoreticians, and (b) periodically evaluate and review project activities and approaches to ensure that they are appropriate for participants' levels of interest, awareness, and commitment.
3. Invite a nonteaching staff member who has experience in conference planning to assist with the planning and organizing of events.
4. Design your project so that it develops faculty and administrative interest in and support for other equity-related issues (in addition to curriculum integration), including the active recruitment and hiring of women and minority faculty and staff. Work in close cooperation with the equal opportunity/affirmative action coordinator and with other nonteaching staff concerned about promoting the recruitment and retention of women and minority faculty, staff, and students.
5. Consult nonteaching staff members who have skills in public relations about promoting on- and off-campus support for your project.
6. Consult professional, paraprofessional, or clerical staff whose expertise and responsibilities include financial planning or management; they can be valuable sources of information and advice.

7. Utilize the technical and organizational skills and assistance of clerical staff at all stages of project development. Acknowledge to them and to others the importance of their support and expertise.

When you decide that it is time to address areas of policy and practice that go beyond the curriculum, consult Karen Bogart, [illegible]t al., Institutional Self-Study Guide on Sex Equity for Post-secondary Educational Institutions, and/or The Everywoman's Guide (complete citations are included in the Bibliography).

Section F: How to Organize Activities to Ensure Substantive Change, Not Just Awareness

Many women's studies faculty fear, justifiably so, that a curriculum integration project could prove misleading to faculty and harmful to women students if the project fails to help participating faculty develop in-depth knowledge of and respect for women's studies scholarship and the feminist values therein.

It is crucial that practitioners of curriculum integration recognize the following: For the person who does not yet understand, or want to accept, the fact that the traditional curriculum is not "true" or "objective," but rather is androcentric and exclusive, the scholarship and values of women's studies will seem threatening. It is therefore essential that you attempt to introduce feminist ideas and materials in ways that allow faculty and students to integrate them slowly, over an extended period of time, into their own thinking. If you try to force an individual or institution to move too quickly, the result is likely to be withdrawal from the project, and an only superficial degree of understanding and change.

In addition to helping faculty and administrators understand the complex challenges that a feminist perspective brings to the classroom, your project can and should develop myriad ways to get people thinking about and involved with the new scholarship on women. Be sure to assist faculty to incorporate these materials in a way that reflects respect for women. It serves no purpose to get a faculty member to adopt a book or to reorganize a lecture only to have the person misrepresent or make a mockery of a woman's voice.

During the early stages of their involvement in a curriculum integration project, faculty and administrators tend to think primarily in terms of adding some articles, books, or other materials by and about women. This is an important, necessary stage in the development of awareness and the movement toward course reconstruction. Although at this stage project coordinators may feel concern or even impatience with what appear to be simplistic notions and superficial changes, keep in mind that faculty participants who have no prior experience in women's studies need your steady help and encouragement if they are to develop a critique of androcentric premises governing most of what is presented in courses.

At this stage, it will be helpful for you to bring in consultants, and/or to share analyses, questions, and critiques, to provide for faculty and administrators some guiding principles and selected examples of high-quality academic feminist analyses. Project coordinators and external consultants can convey—orally and in writing, one-to-one and in groups—the importance of moving toward a serious critique of the androcentric assumptions, values, and selection criteria on which research and courses may unwittingly be founded. Be sure to offer specific examples and suggestions; you want to help faculty reformulate questions so that they and their students will begin to question the values, assumptions, methodologies, and omissions that have resulted in the obscuring or subordinating of the work and contributions of women.

We recommend that you study not only academic feminist materials, but also materials designed to help you understand the developmental process of facilitating awareness, testing, evaluation, and adoption of innovations. A work that we highly recommend you read in its entirety is A Guide to Innovation in Education, by Ronald G. Havelock (see the Bibliography). That book contains many excellent suggestions for promoting and facilitating institutionalization of an innovation, among them the following:

- Cultivate people's support and visibly involve influentials.
- Begin by requesting small, short-term institutional and individual commitments, rather than initially seeking a major commitment.
- Coordinate the stages of your activities with those of the potential adopters.[1]

Change, explains Havelock, involves movement through six distinct stages of activity: (1) awareness; (2) interest and information-seeking; (3) assessment of the value, feasibility, risks, and rewards of the innovation; (4) testing or trying out the innovative approach or new material in a small way; (5) actual acceptance and adoption of the innovation; and (6) integration of the new method into one's regular practice.[2] If we wish to be effective as "change agents," Havelock reminds us, we must realize that neither individuals nor a department nor an institution can "skip" any of these steps if the innovation is to be truly adopted and continued.

How can you and your project co-leaders help faculty and administrators move through the stages to adoption and integration of feminist material or approaches? Havelock explains:

You and/or your colleagues or consultants must:	
promote	to develop awareness
inform	to foster interest and encourage information-seeking
demonstrate	to encourage others to assess feminist materials or approaches seriously
train	to encourage others to try out or test feminist content or approaches
help	to facilitate adoption of feminist materials or methods
nurture	to encourage others to integrate feminist perspectives and scholarship into their daily practice

As Havelock advises, "you should try to understand where potential adopters are in terms of these . . . phases" so that you are not too far ahead of them or too far behind them in the complexity or sophistication of your terminology and recommendations. Havelock adds: "You should be prepared to go back as individual adopters slip back and to keep up as other adopters jump ahead; and you should know when to switch from one mode of communication to another with each adopter."[3]

We suggest that you frequently review these suggestions of ways to coordinate your activities as change agent with those of faculty and staff members whose change you are encouraging.

Section G: How to Ensure Both Acceptance and Quality

Coordinators of curriculum integration projects must be very sensitive, empathetic, and patient, for feminist awareness and commitment evolve developmentally. They can be nurtured, but cannot be rushed. The developmental stages of individual faculty awareness and of curriculum development have been discussed theoretically by Peggy McIntosh, director of the Wellesley Center for Research on Women, in a speech entitled "Interactive Phases of Curricular Re-Vision."[4] Our thinking about developmental stages has been influenced by McIntosh's work and also by a paper entitled "Measuring the Impact of Faculty Development in Women's Studies," which was presented by Elizabeth Arch, Susan Kirschner, and Mary Kay Tetreault of Lewis and Clark College, at the June 1982 conference of the National Women's Studies Association. We considered these theoretical materials and then developed some practical applications, which we are sharing here, to help you work appropriately and supportively with people at diverse levels of awareness.

McIntosh identifies five stages in the development of academic feminist awareness and curricula. Below we summarize (a) her description of each stage and (b) our recommendations for how project staff and consultants can best work with people at that particular level of awareness.

Stage 1

The omission of women from the course, area of history, or activity is usually unnoticed. McIntosh says that people at

Stage 1 tend to think in terms of traditional power, and may overlook people and principles that are not dominant, prestigious, or accepted.

Recommendations for Working with People at Stage 1

People at the Stage 1 level of awareness sometimes respond favorably to a speech or article that (a) is related to their own area of professional expertise and personal interest and (b) helps them to realize that a feminist insight or critique is addressing, in an academically sound and careful way, a question important in their discipline or professional practice. Faculty and administrators at Stage 1 are likely to show little immediate response; however, they may, as a result of reading or personal communication, be receptive to a small, specific initiative or suggestion, particularly if it comes from someone they respect professionally. If you are aware that a person at this level has seemed responsive to some idea in an article or a speech, you should follow up with a small request or another article that builds upon whatever it was that stimulated the person's interest. Try to foster enough understanding so that the person can eventually make a small commitment or contribution that will elicit recognition from others.

To assist faculty at the Stage 1 level of awareness to begin to broaden their concept of what kinds of contributions, people, and cultures are significant and worthy of study, help them discover that a scholar they *respect* has persuasively argued that feminist scholarship deserves serious attention on the part of

BEST COPY AVAILABLE

careful teachers and scholars. Obtain their agreement to attend a lecture or to read an academic feminist critique by someone they can respect. Once the person has made some commitment, however small, he or she is likely to maintain or increase interest in the topic or project.

Stage 2

At Stage 2, says McIntosh, people tend to add to the curriculum those women who can be considered "great" on terms that men have traditionally accepted. For example, the "women in history or literature" approach to course revision might decide to present Queen Elizabeth, Margaret Thatcher, or George Eliot, making a place for a "famous few."

Recommendations for Working with People at Stage 2

Faculty or administrators who seem, from their courses or decisions, to be at the Stage 2 level should be given selected feminist scholarly articles or other resources that (a) are of high academic quality; (b) are academically "respectable"; and (c) will help them realize that academic integrity and standards of excellence demand that new, feminist contributions and perspectives be considered seriously. Ordinarily, faculty and administrators at this level of awareness will be more responsive to materials pertinent to their own teaching and research than to appeals regarding equity for women or minorities. They are likely to respond in a positive way to speakers, consultants, or job candidates who have solid, traditional academic credentials but who also make nontraditional, feminist perspectives seem intellectually and academically important, exciting, and relevant to accepted values, such as excellence or critical thinking. If funds permit, offer to pay some of the expenses to enable such faculty or administrators to attend a national or regional conference that is of very high academic feminist quality.

Bringing in some consultants and speakers who hold traditional, "respectable" credentials as well as strong feminist values is recommended because the majority of faculty and administrators in our traditional colleges and universities are likely to be at the Stage 1 or Stage 2 level of awareness. This is a communications strategy. A curriculum integration project will not be effective unless it is designed to address the developmental needs of people at Stages 1 and 2, as well as the interests and needs of feminists at Stages 3 and 4.

Stage 3

Curricula and professors at Stage 3 raise challenges regarding who defines what the "major" or "great" works are. They raise questions also about who benefits and who is put at a disadvantage because of current definitions of what is "significant" and what is "of minor importance." As McIntosh reminds us, both the definers and those best served by the definitions of what is "important" have traditionally been white males holding positions of cultural power in Western industrialized societies.[3] Because the "norm" is still assumed to be white heterosexual men of upper-middle-class societies, it is common for curriculum content and instructors at the Stage 3 level of awareness to communicate and evoke anger. Moreover, people at Stage 3 are likely to experience a sense of powerlessness to effect significant change in the conditions that elicit the feelings of anger.

Recommendations for Working with People at Stage 3

Individuals at this painful and critical stage need much support and encouragement, including reassurance that professional and personal help is available. Scholarly and curricular materials of high quality, including a mixture of both academically respectable and more avant garde feminist analyses relevant to the individual's professional and personal interests are likely to be needed and welcomed. Faculty and administrators at the Stage 3 level of awareness tend to feel disillusioned and somewhat isolated. While they seek ways to integrate values that are new to them, they are likely to appreciate feminist theory study groups, weekly or bimonthly informal discussions or "sandwich seminars," and/or support groups that permit discussion and connection of their personal and professional issues. Share with these people academic feminist critiques and scholarly articles that provide perspective, or that suggest ways of helping the faculty member or administrator move beyond anger to a feminist integration of his or her personal and professional issues. Invite people at Stage 3 to present feminist critiques, course designs, or research findings at faculty development colloquia, but encourage and help them to present their ideas and respond to questions in a way that will inspire--not denigrate--people who still hold Stage 1 or Stage 2 beliefs. If funds permit, help support expenses to encourage people at the Stage 3 level to attend an academic feminist conference that features both traditional and more avant garde or radical feminist speakers and critiques.

Stage 4

At Stage 4, differences among women, as among men--including differences in cultural values, race, class, and sexual preference--are acknowledged and studied in ways that do not violate the integrity of individuals or groups. Students enrolled in Stage 4 courses are helped to realize that unseen, invisible work behind the scenes is the real work of civilization.[6] In Stage 4 courses, women of all classes, cultures, and lifestyles are studied as contributors, not just "victims."

Recommendations for Working with People at Stage 4

A faculty member at Stage 4 is likely to be effective as an academic feminist consultant for colleagues so long as she or he demonstrates respect for and interest in others who may be at different levels of awareness and involvement. The person at Stage 4 needs and wants collegial support from others who are deeply committed to inclusive curricula, to women's studies, and/or to other equity issues. Study groups, "sandwich seminars," and support groups that encourage the presentation and discussion of feminist analyses and connections of various personal, professional, and political practices and values are likely to be welcome.

Faculty and administrators at Stage 4 are usually ready to help plan and implement an inclusive curriculum project, a women's studies program, and/or other kinds of equity projects. They should be given access to travel funds to encourage them to attend regional, national, and, if possible, international academic feminist conferences.

Stage 5

A Stage 5 curriculum is that which is truly inclusive of the contributions, needs, and perspectives of women and men of all races, cultural values, and societies. But a Stage 5 curriculum is still difficult to conceive and not yet possible to achieve, for major changes in research methodology and much more development of scholarship in the various disciplines must occur before we have the base of information needed to develop a curriculum truly respectful and inclusive of the experiences, needs, contributions, and values of women and men of diverse races, classes, sexual preferences, societies, and value systems.[7] The "bodies of knowledge" transmitted by scholars and academic curricula are, currently, grossly inaccurate because bias based on sex, sexual preference, race, and class has resulted in innumerable errors, omissions, and distortions.

Because a Stage 5 level of curriculum development and professional practice is not yet possible to achieve, and because we, the developers of this handbook, have not had an opportunity to know or work with anyone beyond the level of Stage 4, we will not attempt to offer recommendations for working with people at

Stage 5.

A Special Note for Project Coordinators

We do suggest that you keep in mind institutional and human realities, as well as your idealistic long-term objectives, as you work with faculty and administrators at all levels of awareness. A person new to women's studies cannot develop and teach a truly integrated or sex-balanced course. Project coordinators need to understand and need to communicate persuasively to other administrators and budget committees that such work requires a highly organized effort that can be sustained over a number of years.

During this initial pilot project phase, your primary objective should be to begin to foster faculty and administrative awareness of and interest in new scholarship on women related to their own personal and professional interests. Later, as you move beyond the pilot stage into a project with somewhat stronger institutional support, you should plan and implement ways to help people at a Stage 1 level of awareness move to Stage 2; help people at a Stage 2 level move to Stage 3, etc. Section B of Chapter 3 suggests ways to help people at the Stage 1, Stage 2, and Stage 3 levels move towards the next stage of awareness and of curriculum development.

Section H: Rewards and Incentives

If you are working in a research-oriented college or university, faculty are likely to perceive any kind of curriculum development as an activity that is not much valued or rewarded, especially compared with the ways in which scholarship leading to publication in refereed journals is valued and rewarded. In a research-oriented college or university, your project will probably be able to effect little or no change in promotion and tenure criteria for at least five years.

What sorts of incentives can be developed relatively quickly to encourage and reward those who invest their time and energy in project-related activities? Consider the following:

1. You can organize a seminar, symposium, or lecture series in such a way that attendance seems prestigious and is intellectually and socially stimulating and rewarding. A number of project coordinators have found that a letter of invitation signed by a chief academic officer is likely to communicate that the event is considered important and valuable by those in positions of authority.
2. Collegial support is an important incentive and reward. Many faculty, staff, and administrators feel isolated in narrow fields of specialization and welcome opportunities to share ideas and work with colleagues. Study groups, informal discussion groups, seminars, and symposia offer participants collegial support.

3. Stipends--for participating in course reconstruction or in faculty development seminars--are incentives that tend to be particularly attractive to junior faculty. Offering some funding, however small, or released time tends to communicate that the work is considered important and will be rewarded. In arranging for stipends, take steps to ensure that the amount of a stipend for working with the scholarship of women is neither significantly lower nor significantly higher than that offered at your institution for other sorts of faculty development work. On the one hand, a stipend lower than usual suggests that the study of women's scholarship is less valued than more traditional faculty development activities supported by the institution; on the other hand, a stipend higher than usual can, over the long run, foster resentment and some degree of backlash.
4. Faculty and professional staff can and should be helped to realize that developing knowledge and expertise about the new scholarship and perspectives of women can lead to opportunities to present papers at conferences and to publish their findings in refereed professional journals.
5. As a long-term aim, gradually cultivate faculty and administrative support for adding a statement to promotion/tenure criteria to make it explicit that faculty are officially encouraged to become conversant with the new scholarship of women and to reconstruct

courses in light of such scholarship. During the second, third, or fourth year of your project, you might organize efforts to encourage one department or one college to revise its promotion/tenure criteria in this way, as a prototype. (Peggy McIntosh has suggested that faculty who are not knowledgeable about the new scholarship of women in their field are simply not knowledgeable about current scholarship.) An alternative approach is to cultivate the support of a number of highly influential faculty and administrators; once you've gained their support, you can request that a powerful policy-making body (such as a faculty senate) endorse the inclusion of an explicit statement in promotion/tenure criteria and application forms. It is, of course, always advisable to check the strength of your support and informally "count votes" prior to seeking any formal policy change or endorsement. And it is usually better to postpone a request for formal action than to have an ill-timed request be formally rejected.

A good curriculum integration/faculty development project can and should have the effect of fostering over time--probably at least five or six years--the breadth and depth of faculty and administrative support needed to secure approval of a change in your institution's reward system. An elite, coeducational college or university will probably be more resistant to changing the reward system in this way; whereas an institution committed primarily to serving the community and instructing students may be more receptive to a proposed change presented in terms of its capacity to address the instructional and developmental needs of students.

Section I: How to Prepare for Project Continuation and Expansion

Here are some steps you can take toward ensuring continuation and expansion of your project.

1. At every seminar, lecture, or informal discussion your project sponsors, ask participants to sign a mailing list so that you can inform them of future activities and events. Keep the lists on file so that you can eventually document the number of participants from each segment of your target audience--faculty, administrators, staff, students, community members, and so on.
2. After each major event you hold, informally survey key people who attended. Keep brief notes about (a) their responses, both positive and negative, to the events and (b) their suggestions for improving future events. Organize your notes by category of respondent:
   - o Administrators, both feminist and not-yet-feminist
   - o Faculty (junior and senior), both feminist and not-yet-feminist
   - o Staff, both feminist and not-yet-feminist
   - o Students (if applicable), both feminist and not-yet-feminist
   - o Others served by your institution, such as members of the community
3. If few or no administrators or faculty attend a particular event, your project leadership team or advisory committee members should initiate informal

conversations with a few key people to find out why they didn't attend. Would a different topic (or title) have attracted them? Was the schedule of events a problem? Elicit their suggestions for future topics and schedules. Make note of their comments for future reference; if you do eventually select a topic or schedule that suits their preferences, you can notify them that you've adopted their suggestion, and invite them to attend the event and encourage others to attend.

4. Keep on file any letters and notes praising an aspect of your project.
5. Keep an informal file (notes or journal entries) about the ways in which your project has assisted faculty, administrators, or staff by:
   - directly or indirectly supporting or giving visibility to them or their interests
   - helping them obtain professional recognition inside or outside the institution
   - obtaining for them a stipend, released time, or materials
6. Make a special effort to involve in your activities a number of influential faculty or administrators who are members of powerful curriculum committees, budget committees, and/or faculty development funding committees.
7. Arrange for evaluation of the pilot project in accordance

with the suggestions offered in Section J of this chapter.

Section J: How to Determine What Should Continue, Change, or Expand

Evaluating the Pilot Project

At least three months before the funds for the pilot project are exhausted or three months prior to the time when funding decisions must be made for the following year, initiate an evaluation of the pilot project. Toward this end, the key questions to ask faculty and administrative participants and supporters are as follows:

1. Has the project succeeded in promoting consideration and discussion of the new scholarship and perspectives of women?
2. Has the project succeeded in promoting consideration and discussion of the ways in which some courses, or parts of courses, could be reconstructed in light of the new scholarship and perspectives of women?
3. What should be done to improve the quality of work done by and within the project?
4. Should the project and its faculty/staff development activities be continued? expanded?

A sample evaluation instrument is included in Appendix A.

Suggested Evaluation Procedures

1. Project coordinators, advisory committee members, and/or an external evaluator should hold one-to-one and small-group discussions--in person or by phone--with faculty, administrative, and staff participants to ask

the evaluation questions and obtain the responses. The person(s) responsible for conducting evaluation interviews should do the following:

- o Make clear that candid responses are sought; the major purpose of the evaluation is to try to improve the quality of project.
- o Have the four or five basic evaluation questions written down, and be sure all respondents are asked to reply to all questions.
- o Take careful notes in recording each person's responses and suggestions. (Alternatively, ask the respondent to take five minutes at the end of the meeting to jot down a brief summary of the responses so that her or his opinions will be available in writing to guide project planners.)

2. The project's leadership team and/or advisory committee should be involved in assessing the responses. If the evaluation indicates that the inclusion effort should be continued or expanded, though perhaps with some modifications, consult Chapter 3 for information on developing further support, including financial support, for your project.

Notes

1. Ronald G Havelock, A Guide to Innovation in Education (Ann Arbor, Mich.: Institute for Social Research, 1970), 125.
2. Havelock, A Guide to Innovation in Education, 125.
3. Havelock, A Guide to Innovation in Education, 125.
4. Peggy McIntosh, "Interactive Phases of Curricular Re-Vision," in Toward a Balanced Curriculum (Cambridge, Mass.: Schenkman Publishing Co., Inc., 1984), 25-34.
5. McIntosh, "Interactive Phases," 26-27.
6. McIntosh, "Interactive Phases," 27.
7. McIntosh, "Interactive Phases," 28.

Chapter 3
Beyond the Pilot Stage: Ensuring Project Continuation

We are engaged in a long and difficult *process*, a process that will not be completed until the entire curriculum – not just a course or a part of a course – has been reconstructed and transformed in light of the scholarship and perspectives of women, as well as men, of diverse racial, ethnic, national, and class backgrounds.

(JoAnn Fritsche)

Section A: How to Develop Financial Support for Project Continuation and Expansion

Recommendation: Secure internal and, if possible, external funding to continue and to expand your project for at least two or three more years. External funding for curriculum integration projects is becoming very difficult to obtain. Therefore, assume that your primary source of support will have to be funds from your institution.

Seeking and Securing Internal Funding

Use the results of evaluating the pilot project to devise both general and specific plans for continuing, developing, and improving your project (see Chapter 2, Section J, for information on evaluation). Obtaining assurance that internal funding will continue, over a two- or three-year period, is of primary importance. Therefore, we strongly recommend that you continually consult, inform, and involve the people who can grant or influence funding to sustain and expand your project.

Prepare to define your objectives and proposed activities in terms that are appropriate to engage people at a Stage 1 or Stage 2 level of awareness (these stages are discussed in Chapter 2, Section G). Even though your long-range goal is and should be the transformation of curricula and administrative policies and practices, use language that focuses on short-term, feasible goals that are consistent with key administrators' and faculty members' current levels of understanding and interest.

You should anticipate that the faculty and staff development effort will probably need to continue for ten years or longer. But until you have developed administrative and faculty support for the project, we suggest that you request budgetary commitments for a shorter period, such as two or three years, with provision for renewal and/or expansion of the budgetary commitment after evaluation of progress. By the second or third year, you should prepare to justify to the appropriate officials at your institution the reasons that your faculty development/curriculum reconstruction project should be treated as an ongoing budgetary commitment with a continuing base budget.

Continue to plan activities that involve men as well as women, and people who are not yet knowledgeable as well as those who are knowledgeable about feminist scholarship and perspectives.

If the level of funding for the pilot project was insufficient to provide for ongoing staff coordination, as well as for faculty development activities, request a larger annual budget for project continuation. A budget of four to six dollars per enrolled undergraduate student should be feasible and defensible--for example, $40,000-$60,000 per year if your institution has approximately 10,000 undergraduates; $4,000-$6,000 per year if your institution has approximately 1,000 undergraduates.

Another way of presenting and discussing your budget request is in terms of its percentage of your institution's total operating budget. For example, if your institution's operating budget is $36 million, your project's request of $36,000 would represent just 1/10 of 1 percent of the total operating budget. Similarly, if your institution's operating budget is $4 million, your project's request for $4,000 would represent just 1/10 of 1 percent of the total operating budget. A project budget that is 1/10 of 1 percent of a large budget seems very small, particularly if you contrast that percentage with the numbers and percentages of students who are women and who will benefit from the development of a curriculum truly inclusive of women, and/or if you demonstrate how your project will continue to improve the quality of instruction for all students, male and female.

A budget of $4,000-$6,000 will enable the project to support the stipend of a part-time faculty or administrative coordinator, some clerical help, and faculty development materials and activities, including a workshop with a speaker/consultant from outside the institution. A budget of $40,000-$60,000 will support a full-time professional or faculty project coordinator/resource person, a project secretary, and faculty development activities including study groups, some faculty-initiated summer study and course reconstruction mini-projects, faculty travel to relevant conferences and workshops, and the purchase of books and journals of high quality feminist scholarship. A budget of $50,000-$60,000 might support not only a faculty development project, but also the establishment of an interdisciplinary women's studies minor or concentration, if such a program does not already exist within the institution.

Possible Sources of Internal Funding Available at Your Institution

The offices, individuals, and committees you identified as potential sources of support for the pilot project should be cultivated and kept informed and involved throughout the pilot phase and succeeding stages of the project. If one or more potential sources of internal funding did not extend financial support for the pilot, continue to inform, invite, and otherwise try to involve such sources in project activities. Their understanding and support may well prove helpful later on in the project effort.

It is, of course, both time- and cost-effective to try to obtain the major portion of financial support from as few sources as possible, and to do so quickly. But since you may need to be resourceful and creative in seeking multiple sources of support to continue and to expand your project, this handbook attempts to direct you to many possible sources of internal funding--large and small--so that you and your project leadership team can consider a number of alternative approaches before you establish priorities.

Internal funding may consist of the following:

1. "Hard," relatively stable institutional funds: Obtaining a budget that will be treated as a continuing yearly academic affairs or institutional program commitment should be one of your primary goals. Although you may

wish to explore that avenue near the end of a short pilot project, you might need to (a) secure "soft," or one-time, funding for two or three years; (b) proceed to develop very strong faculty and administrative support; and (c) then, after two or three years, present a strong case for support as a continuing program.

2. "Soft" funding that may or may not be renewable: Refer to the list of possible funding sources noted in Chapter 1, Section J, "How to Request and Secure Funds."
3. A combination of "hard"/"soft" monies.

Seeking and Securing External Funding

Although you should not rely heavily upon external funding to sustain an institution's curriculum integration project, we do recommend that you pursue the possibility of securing external funding to develop and support for one to three years some particularly innovative component(s) of your project, or to sponsor a cooperative venture involving two or more institutions. Here are some steps to take:

1. Request and obtain assistance from your institution's development office. Note that on some campuses, the development office coordinates all fund-raising efforts for the campus; on others, the alumni/alumnae office or the sponsored programs or grant support office is housed separately from the development office. Staff and administrators who are specialists in these areas can be helpful. Keep them informed of your activities and

consult them frequently.

2. If your campus is part of a state system of colleges or universities, explore ways in which your campus and others might share or exchange faculty/staff expertise, speakers, consultants, print resources, films, and so forth. Then explore whether the system office might support the costs of staff coordination, honoraria, travel, books, films, and supplies.
3. Find out whether your campus is part of a consortium that involves a number of colleges or universities cooperatively for purposes of increasing efficiency and quality and decreasing costs. Even if the stated purpose of a consortium seems to have no relationship to your project, the existing lines of communication and cooperation could enable you to plan and develop a proposal for a multicampus project, which is likely to be more attractive to a foundation than a proposal for a single-campus project.
4. Keep in touch with the Wellesley Center for Research on Women, which, to date, is still able to offer some small grants for faculty development.
5. Consult with other project directors who have obtained grants for curriculum projects.

Section B: How to Continue Involving Both Feminist and Not-Yet-Feminist Faculty and Staff

Recommendation: Design some activities that will attract and assist faculty and administrators who have little or no prior women's studies or feminist experience; plan and implement also some activities that will attract and assist instructional, administrative, and professional staff who are already prepared to work at an advanced academic feminist level.

People unfamiliar with feminist scholarship, as well as those who do identify as feminists and who do possess strong interests in women's studies, need support and suggestions to help them continue to move toward developing a balanced, or truly integrated, curriculum (see the specific suggestions given in Chapter 2, Section G, "How to Ensure Both Acceptance and Quality").

General Suggestions

Here are some points to keep in mind as you try to support and assist faculty and administrators by developing seminars and by working on a one-to-one basis with them; descriptions of the stages of development identified by McIntosh can be found in Chapter 2, Section G.

If the audience is at a level of awareness and curriculum development that McIntosh would call:	**Try to help the person(s):**
Stage 1	Recognize and acknowledge bias in the curriculum or traditional scholarship.
Stage 2	Recognize the need to redefine knowledge to include women's contributions and perspectives.
Stage 3	Reorganize topics and curriculum content so that they will include and not distort the diverse perspectives of both women and men, including women and men of color from both Western and non-Western nations and traditions, and homosexuals as well as heterosexuals.
Stage 4	Reconstruct the curriculum so that it is truly inclusive--that is, so that the perspectives and values of women, including lesbians, women of color, and women from Third World nations, are regarded not as separate or peripheral, but as an integral part of the curriculum and of social, political, and economic life.

Additional Suggestions

1. Continue to sponsor activities that will encourage and facilitate both depth and breadth of faculty, staff, and administrative participation. The need for diverse kinds of consultants, speakers, faculty seminars, informal discussions, symposia, mini-projects of individual study and course reconstruction, and expansion of the library's collection of excellent academic feminist journals and books will continue for a number of years, because of the

following realities:

- Your project will probably have only enough funding and staffing resources to allow in-depth work with just a small number (perhaps 5 to 20) of faculty, administrators, and staff per year, even though 50 to 100 or more persons may periodically attend discussions, symposia, or lectures.
- At any stage of your project, even when it is four or five years old, it is probable that a significant number of faculty and administrators will still be at the Stage 1 or 2 level of awareness, and that a much smaller number will be at the Stage 3 or 4 level of awareness.
- Individual, departmental, and institutional change is very slow. Neither individual changes nor changes in curricula, policies, or institutional climate occur quickly; they are evolutionary. Students do not develop feminist commitment and women's studies expertise quickly. Neither do faculty, administrators, and staff, who often have more investment in traditional values and scholarship than students do.

2. Even though your project may be at a Stage 3 level, and even though you may be feeling irritated by or impatient with people who are still at a Stage 1 or 2 level of awareness, make an effort to locate and involve people

who can and will work with and appeal to those who need substantial amounts of guidance, encouragement, or incentives. Remember that the principles and practices of team leadership still need to be followed as your project matures; you cannot work effectively with everyone (see Chapter 1, Section D).

Suggested Activities to Foster Institutional Support and Project Development

What follows is a summary of various kinds of activities that characterize the mature curriculum integration project. Each kind of activity is categorized according to an objective it can help promote.

1. Category 1: To inspire and encourage relatively large numbers of faculty, administrators, staff and students.
   - Arrange for some distinguished feminist scholars to speak or preside at faculty seminars.
   - Plan symposia that include (a) distinguished feminist scholars from outside the institution and (b) faculty who can make presentations about their own relevant work.
   - Sponsor a lecture series around a theme that permits cross-disciplinary exploration of research by and about the contributions, needs, and perspectives of women.
2. Category 2: To promote breadth of discussion and thought and to foster collegial exchanges of information, ideas,

and support.

- Hold weekly or monthly "sandwich seminars" or informal study groups. Discuss one or more feminist scholarly publications--that is, article(s) or book(s). Or invite faculty/staff to discuss their efforts to move toward an inclusive curriulum and to consider which of their experiences or findings they think might be of help to other faculty.
- Request that faculty participants (preferably, at the invitation of the chief academic officer) give a brief report or presentation about project goals and activities at a colloquium.

3. Category 3: To develop essential support activities to ensure quality.
   - Have a staff member, committee member, or faculty member assist a colleague who is less knowledgeable about women's studies scholarship to develop a selected bibliography for summer study and course change.
   - Have a faculty member share with a colleague who is less knowledgeable about women's studies scholarship an academic feminist article, and then informally discuss the article's substance and value.
   - Encourage faculty or staff to work in female-male teams that include at least one person who is knowledgeable about women's studies scholarship.

- Provide the names of feminist scholars outside the institution when there are no internal feminist resources for a particular academic or professional field. Allocate project funds for calling or writing to these resource persons.

4. Category 4: To develop faculty understanding and begin to facilitate course change.

   - Invite a small number of individual faculty members (or female-male faculty teams) to apply for small stipends for the purpose of (a) reading a few articles or books on scholarship by and about women and (b) beginning to integrate this information into part of a course.
   - Have stipend recipients present a written report of their work to your project's advisory committee and an oral report of their work to faculty colleagues. (Allocate project funds to provide essential support for this kind of activity.)

In addition to carrying out the activities listed, continue periodically to encourage faculty (as individuals and/or as departments) to analyze whether their courses are inclusive of women's research and perspectives. Use the self-review instrument provided in Chapter 2, Section D, to involve those faculty members or departments which you were unable to reach previously.

Each academic year, target one or two departments or cross-disciplinary areas for visits from consultants, for faculty seminars, for follow-up on responses to the self-review instrument, and for other information and assistance you can provide.

Focus much of your time and energy on those faculty and administrators who seek the advice and support of your project. But each year (or each semester) be sure also to establish and implement appropriate methods of reaching out to involve some individuals and one or two departments that have not previously engaged in serious study and course reconstruction in light of women's scholarship and perspectives. Don't waste your energy on people who actively resist the project and your efforts, but do invite and encourage people who have not yet participated or have not yet displayed strong interest.

Section C: How to Establish Methods and Criteria for Faculty-Initiated Activities

Recommendation: Try to secure a budget large enough to permit your project to invite and support competitive proposals from individual faculty members and from departments.

Inviting competitive proposals for possible funding has several advantages. First, the process communicates that the scholarship on women is valued, and that its study and integration into the curriculum will be rewarded. Second, those who offer funding via submission of competitive proposals are perceived as having a right to define criteria and to monitor progress to ensure fulfillment of a proposal's objectives; hence, project coordinators, consultants, or committee members can assume that faculty and staff who indicate interest in applying for funds will be receptive to guidance that helps them develop and carry out the aims of a competitive proposal. Third, publicizing the criteria and guidelines for competitive proposals and the funding opportunities available gives visibility to your project's objectives and activities. Fourth, the process communicates that your project is a resource and support for faculty and staff interested in ensuring equity and quality.

Recommendation: Establish specific criteria and guidelines for competitive, faculty-initiated proposals and requests for your project's support.

If at least half the members of the proposal review committee are academic feminists, it may not be necessary to develop in writing elaborate definitions and criteria to guide committee members' qualitative judgments regarding proposals. But if committee members seem to think that all that's needed or wanted is the inclusion of some references to or materials by women, you should follow the steps suggested later in this section for working with a committee that includes people who are not academic feminists.

In general, to protect the quality of the project and its work, take steps to ensure that faculty members' proposals are reviewed by people having academic feminist expertise. If there is a dearth of such expertise within your institution, consider establishing an advisory committee or a proposal review committee that includes academic feminist consultants from outside as well as inside your institution.

What if most of the members of the proposal review committee are not academic feminists? If you must use an existing faculty development committee to evaluate proposals, or if for any other reason your proposal review committee does not include a high proportion of academic feminists, we suggest you take the following steps:

1. Prior to the committee's taking action on faculty-initiated proposals, involve committee members in seminars and informal discussions that focus on high-quality academic feminist critiques of the relevant disciplines and of traditional scholarship and curricula. (You might begin with articles found in Men's Studies

Modified, edited by Spender; A Feminist Perspective in the Academy, edited by Langland and Gove; or The Prism of Sex, edited by Sherman and Beck; see the Bibliography.)

2. Develop proposal-preparation guidelines and procedures that urge applicants to consult with and incorporate the recommendations of one or two academic feminist project staff (or women's studies consultants from your own or another institution) prior to submitting a proposal.
3. Work regularly with the committee, as individuals and as a whole, to help all members develop the capacity to recognize, respect, and encourage the study of academic feminist questions, critiques, and scholarship. Involve academic feminist consultants in the proposal review process and in in-service workshops for committee members.

Section D: How to Promote Depth as well as Breadth of Change

Recommendation: Help faculty and administrators understand and move toward curriculum transformation in light of the scholarship and perspectives of women.

Rationale

People who coordinate curriculum integration projects frequently complain that faculty unfamiliar with feminist scholarship and perspectives act as though integrating women into the curriculum were a process of "add women and stir." During the pilot phase of the project, faculty and staff often feel enthusiastic about one or two pieces of feminist scholarship, include them on the course syllabus, and then think they've developed an integrated course! Such an approach tends to leave the "male-centeredness," or underlying patriarchal values, of the entire discipline, as well as the particular course, unquestioned. Gradually, keeping in mind earlier recommendations for facilitating developmental change, project staff should help faculty and administrators to move to a deeper level of understanding and curriculum reconstruction activity.

In "Notes on Terminology," a paper prepared for the Women's Studies Quarterly, Peggy McIntosh recommended that the terminology chosen to communicate about curriculum integration reflect "the difficulty, complexity, seriousness and soundness of the effort and the fact that many scholars and teachers are committed to this work for the long haul."[1] At the University of Maine at Orono, where we have had a curriculum reconstruction project in place for four years, we have found that the phrases "moving toward a balanced curriculum" and "moving toward a bi-focal curriculum" are useful for communicating that we are engaged in a long, difficult process, a process that will not be completed until the entire curriculum--not just a course or a part of a course--has been reconstructed and transformed in light of the scholarship and perspectives of women as well as men.

To help individuals move beyond a satisfaction with minor additions of some material by or about women, you might discuss with them the following "Working Definition of a Balanced Course," by Mary Childers. Then, after you've discussed this working definition or a similar rationale for trying to work in depth and breadth on course reconstruction in light of the new scholarship on women, give the individuals a copy of one or two excellent academic feminist critiques related to their own area of interest. We recommend that you select a pertinent article from SIGNS: A Journal of Women in Culture and Society, or from Men's Studies Modified, edited by Spender; A Feminist Perspective in the Academy, edited by Langland and Gove; The Prism of Sex, edited by Sherman and Beck; or The SIGNS Reader, edited by Abel and Abel (see the Bibliography).

The "Working Definition of a Balanced Course" follows for your consideration and for you to use to facilitate discussions with faculty and administrators.

Working Definition of a Balanced Course

By Mary Childers

> What we call civilization has been built by men and women. Women have, throughout historical time, been excluded from the creation of symbol systems, while all the time they have been sharing, with men, the work of the world and the building of civilization. The causes of this inequality are ancient, complex, and historically determined. The various factors that thousands of years ago made such a sexual division of labor necessary, have long been superseded. Women, as well as educated men, are challenging the one-sided view of life and the world which our androcentric civilization offers us as absolute truth. We are saying that our side of the truth has not been told and now must be seen.
>
> --Gerda Lerner

Generally speaking, a gender-balanced course includes consistent and informed attention to the existence, contributions, and world-views of women. This is very difficult to achieve. In fact, many people have found that they need to immerse themselves in women's studies first. Without knowledge of the interdisciplinary base and range and depth of women's studies, one cannot sense, viscerally and intellectually, how unbalanced the present curriculum is.

The disciplines in which we work and the materials we use already have been shaped by the assumption that one of the major differences between the sexes is that the experiences and cultures of men are more worthy of study. Therefore, a well-integrated perspective on the blatant and subtle manifestations of this assumption is a necessary component of a gender-balanced course.

The identification of bias is the first step toward analyzing the multiple implications of the fact that for a long time women were excluded from participation in the creation of formalized knowledge and, in many disciplines, from consideration as subjects of knowledge. This first step must be followed by information that replaces stereotypes about women with images of their diversity. Such information necessarily includes evidence that women have affected public life more than has been acknowledged. The suffrage movement, for example, was not only a significant form of political action but also a cultural force that was responded to in literature and the social sciences.

However, a balanced course does more than explain dominant male attitudes toward women and show women acting in the world of men. It also acknoweldges in a positive way the experiences and culture of women who have not participated directly in the public world as it is presently defined. The terminology and the topics we study have to be expanded to give appropriate emphasis to those approaches and categories that are defined from the perspective of the majority of women in a civilization in which sex-role socialization is a crucial project. The consensus of academic men about what is valuable, interesting, and pleasing has to be supplemented and revised by the consensus of women. Female articulations of value systems, for instance, can be acknowledged as significant cultural events from which students can learn only if we suspend philosophical and humanist criteria established by men.

The historian Carolyn Lougee has recommended that we replace a male-centered curriculum with a bifocal or binocular curriculum. If we give as much attention to how the world looks through the eyes of women as we have to what men see when they look into the eyes of women, we may see a larger picture and achieve greater impartiality. A balanced course is shaped by the vision of women and men in the same multidimensional world.

Mary Childers was formerly Associate Director of the Leadership for Educational Equity Project at the University of Maine at Orono. She is currently a member of the faculty of the English Department at Vanderbilt University. The "Working Definition of a Balanced Course" was published in the Women's Studies Quarterly 11 (Summer, 1983): 30, 36. Definition reprinted with permission.

Sexual Preference: Acknowledgment of Differences

To prepare students for the diversity of human experience, the curriculum should include and accurately present the perspectives, values and scholarship of women and men who are not heterosexual as well as those who are. In the essay that follows, Eleanor Humes Haney explains why it is important to incorporate lesbian and other woman-identified perspectives into courses.

Incorporating Lesbian and Other Woman-Identified Perspectives into Courses

By Eleanor Humes Haney

As we seek to incorporate women's perspectives into the curriculum, it is imperative to foster awareness of and respect for woman-identified experience, including the various options of sisterhood, women's friendships and support networks, and also separatism, lesbian protest, and lesbian movements for change. This broad range of women's experience cuts across lines of race, class, and age and offers resources for many courses in liberal arts and professional curricula.

There are several reasons why inclusion of lesbian, woman-identified perspectives and alternatives will contribute to the quality of the curriculum. First, there have always been women who have loved women and lived with women. Their stories, insights, pains, and joys are part of the tapestry of women's experience. To include them in the curriculum is to enrich our understanding of the human condition and of human alternatives.

Many women who have not been sexually involved with a woman are, nonetheless, woman-identified. Women's friendships have a long heritage, and to know that heritage is to enrich and deepen our understanding of women's realities and of human possibilities. Through the ages, innumerable women could have said, as did a woman who wrote to Adrienne Rich, "I am trying to find my strength through women--without my friends I could not survive."[2] The Beguines of the Middle Ages, the friendships documented by Lillian Fadermann in Surpassing the Love of Men,[3] and the friendships we ourselves had as girls and have as adults are just a few examples of the sorts of relationships between and among women which should be acknowledged as a vital part of our heritage.

Students' abilities to think critically and independently can be fostered by including in courses scholarship and other materials which challenge research and theories that have been founded upon patriarchal assumptions. The traditional curriculum is masculinist, for it attributes significance to what men tend to think and do and, by omission or disparagement, implies that women's contributions are insignificant.

Including lesbian and other woman-identified perspectives and values in the curriculum will challenge us and our students to rethink and revise the limitations of the conceptual frameworks of our disciplines. When lesbian experience is taken seriously and is demonstrated to involve all the varieties of pain and joy that heterosexual experience has, our students as well as we ourselves will begin to realize that our understanding of human sexuality and also our understanding of sexual ethics demand revision.

Taking women and woman-identification seriously can impel us and our students to rethink our notions about male and female and masculine and feminine. Seriously considering woman-identification can help us and our students to challenge the assumption that man/woman relationships are more fundamental and important than woman/woman or man/man relationships.

But the challenge offered by woman-identification goes even further; it can help reveal the existence of a structure of violence parallel to and reinforcing other structures of violence of racism, sexism, and classism. It names that structure heterosexism. Heterosexism is a structure of ideas, expectations, privileges, power, values, institutions, and practices that enforce and reward heterosexual identification and oppress and penalize same-sex identification. Not only are women and men stereotyped from before birth; we are also stereotyped as being created for each other. The unspoken but powerful assumption is that women will turn to men and men to women for emotional and physical support and community and that women also obtain from men economic support. The truth is, of course, that women frequently seek and obtain their primary emotional support from other women and many men seek and obtain their primary emotional support from other men, whether or not they are sexually involved with a person of the other sex. If the curriculum presents only literature and scholarship which seems to support the false assumption, we as educators are failing to prepare our students--male and female--to understand and accept the diverse ways in which they, as well as others, can and do cope with human needs and experience.

Though the expectations about economic support is weakening, stereotypes continue to enforce heterosexual identity and relationships as the norm. The uncovering of heterosexism reveals that human beings have to be taught to be heterosexual just as they have to be taught to be poor or affluent, slaves or free people. None of those are natural states of being. Heterosexuality may be no more natural than homosexuality. We may be simply sexual beings, not hetero- or homo- or bi-sexual beings.

The naming of heterosexism enables us to understand how privilege and power are distributed and how same-sex friendships are discouraged and even penalized. Heterosexism reinforces sexism, for it binds women and men more forcibly than any ideology has been able to bind people of color to white masters.

The naming and delineation of heterosexism also enables us to begin to understand something of the power of homophobia and of misogyny. Homophobia is fear of homosexuality. Like misogyny, homophobia is rooted in denigration of women and is a means of social control. Misogyny serves to maintain the positions of power and privilege of men, for it impels women as well as men to believe that women simply cannot do what is expected of people in positions of leadership and responsibility. Homophobia reinforces that contempt and distrust by restraining women from turning to one another for primary emotional and sexual relationships. Homophobia results also in stereotypes of gay men as women--weak, effeminate, diseased, and, therefore, incompetent. In so doing, homophobia serves to protect heterosexist men's power and pre-eminence.

Incorporating lesbian insights into the curriculum is necessary to foster student understanding of social power, privilege, and oppression. It can help students understand the mechanism of social control and clarify and widen the options for personal and political liberation. The scholarship and perspectives of woman-identified women are a vital resource for encouraging critical thinking, for encouraging reconceptualization of what it means to be human, and for revitalizing the liberal arts curriculum.

Suggested Resources Presenting Woman-Identified Experiences and Perspectives

Resources to draw upon are many and include poetry, fiction, biography, and autobiography. Lesbian feminist scholarship in sociology, anthropology, and psychology, literature, philosophy, and religion does exist and should be integrated into academic courses and programs. Literary works by Gertrude Stein, Audre Lorde, Adrienne Rich, June Arnold, May Sarton, and Barbara Smith all explore lesbian themes. Classics of lesbian literature reprinted and currently available include Mary Wollstonecraft's

Mary, A Fiction, which was originally published in 1788 and published again in 1977,[4] and Radclyffe Hall's The Well of Loneliness, which was originally published in 1928 and published again in 1975.[5]

Important general resources include Lesbian Studies, edited by Margaret Cruikshank, Gene Damon's The Lesbian in Literature,[6] Jeannette Foster's Sex Variant Women in Literature,[7] the collection, edited by Gloria Hull, et al., All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave,[8] and Barbara Smith's "Toward a Black Feminist Criticism."[9]

Homosexuality and Ethics, edited by E. Batchelor,[10] contains philosophical and theological essays and a bibliography, as well as denominational statements about homosexuality. It includes both very negative and positive views from diverse theological and philosophical perspectives.

A very important collection of essays which analyze heterosexism and related structures involving violence is No Turning Back: Lesbian and Gay Liberation for the '80's, edited by Gerre Goodman, et al.[11] Two other works which deserve to be studied are Del Martin and Phyllis Lyon's Lesbian/Woman[12] and Adrienne Rich's article on "Compulsory Heterosexuality and Lesbian Existence."[13]

Eleanor Humes Haney, who has previously taught women's studies, as well as theological ethics, is now a consultant who addresses issues related to feminist theology, peace, and women's studies.

Feminist Theory

To promote depth as well as breadth of change in courses, we recommend that you provide many opportunities to encourage and assist faculty and staff participating in your project to become knowledgeable about feminist theory. Regardless of the subject matter that the faculty member is teaching, she or he should not only study feminist scholarship directly pertinent to his or her discipline or subspecialty, but should also become aware of alternative feminist theoretical perspectives and their practical applications. Course reconstruction will be shallow indeed if faculty participants in the project are not at least aware and respectful of diverse interpretations and recommendations developed by socialist feminists, radical feminists, lesbian feminists, liberal feminists, and feminists of color.

A very useful list of feminist theoretical works has been developed by Deborah Pearlman, Associate Director of the Women in the Curriculum Project at the University of Maine at Orono. We suggest that you organize faculty groups hold informal luncheon discussion sessions, or find alternative ways to engage individual faculty members in reading and discussing in terms of their own disciplinary or interdisciplinary interests the practical, as well as the theoretical, implications of at least two or three different feminist frameworks.

Feminist Theory and Curriculum Revision: Selected Resources

By Deborah Pearlman

Elizabeth Abel and Emily K. Abel, eds. The SIGNS Reader: Women, Gender and Scholarship. Chicago: University of Chicago Press, 1983.

Gloria Bowles and Renate Duelli-Klein, eds. Theories of Women's Studies. Boston: Routledge and Kegan Paul, 1983.

Margaret Cruikshank, ed. Lesbian Studies: Present and Future. Old Westbury, N.Y.: The Feminist Press, 1982.

Zillah Eisenstein. The Radical Future of Liberal Feminism. New York: Longman Inc., 1981.

Florence Howe. "Feminist Scholarship: The Extent of the Revolution." Change: The Magazine of Higher Learning 14 (April 1982): 12-20.

Gloria T. Hull, Patricia Bell Scott, and Barbara Smith, eds. All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave: Black Women's Studies. Old Westbury, N.Y.: The Feminist Press, 1982.

Alison M. Jaggar and Paula S. Rothenberg, eds. Feminist Frameworks: Alternative Theoretical Accounts of the Relations Between Women and Men. New York: McGraw-Hill Book Company, 1978, 1984.

Nannerl O. Keohane, Michelle Z. Rosaldo, and Barbara C. Gelpi, eds. Feminist Theory: A Critique of Ideology. Chicago: University of Chicago Press, 1981, 1982.

Elizabeth Langland and Walter Gove, eds., A Feminist Perspective in the Academy: The Difference It Makes. Chicago: The University of Chicago Press, 1981.

Liberal Education and the New Scholarship on Women: Issues and Constraints in Institutional Change. Washington, D.C.: Association of American Colleges, 1982.

Peggy McIntosh. "The Study of Women: Implications for Reconstructing the Liberal Arts Disciplines." The Forum for Liberal Education 4, No. 1 (October 1981): 1-3.

______________. "The Study of Women: Processes of Personal and Curricular Re-Vision." The Forum for Liberal Education 6, No. 5 (April 1984): 2-4.

BEST COPY AVAILABLE

The *Quest* Staff, eds. *Building Feminist Theory: Essays from QUEST*. New York: Longman, Inc., 1981.

Joan I. Roberts, ed. *Beyond Intellectual Sexism: A New Woman, A New Reality*. New York: David McKay Company, Inc., 1976.

Julia A. Sherman and Evelyn Torton Beck, eds. *The Prism of Sex: Essays in the Sociology of Knowledge*. Madison, Wisconsin: University of Wisconsin Press, 1979.

Bonnie Spanier, Alexander Bloom, and Darlene Boroviak, eds. *Toward A Balanced Curriculum: A Sourcebook for Initiating Gender Integration Projects*. Cambridge, Mass.: Schenkman Publishing Company, Inc., 1984.

Dale Spender, ed. *Men's Studies Modified: The Impact of Feminism on the Academic Disciplines*. New York: Pergamon Press, Ltd., 1981.

"Transforming the Traditional Curriculum: A Special Feature." *Women's Studies Quarterly* 10, No. 1 (Spring 1982): 19-31.

Marianne Triplette, ed. *Women's Studies and the Curriculum*. Winston-Salem, N.C.: Salem College, 1983).

Deborah Pearlman, formerly Associate Director of the Leadership for Educational Equity, is currently Associate Director of the Women in the Curriculum Program and the Director of the Inclusive Curriculum Project of the University of Maine at Orono.

Section E: How to Promote Change in Institutional Policies and Practices

Recommendation: Periodically encourage key administrators, faculty, and staff to analyze whether any institutional policies, practices, or patterns should be modified to ensure that the diverse educational and professional development needs of qualified women, as well as men, are addressed.

Key Areas to Consider

Following are three key areas of policy and practice that should be considered. See, too, Chapter 6, in which JoAnn Fritsche's essay "Moving Beyond the Curriculum: 'Political' Value of an Integration Strategy" addresses in more detail the reasons that it is important to work for reconstruction of not only curriculum content, but also other policies and practices that affect educational quality and integrity.

1. Policies and practices that directly or indirectly affect the quality of services available to students from diverse student clienteles.
   (See the questions in Chapter 2, Section E, regarding services available for students who seem in some way nontraditional.)
2. Policies and practices that offer either disincentives or no incentives for faculty and staff who might otherwise wish to improve course quality by reconstruction of their courses in light of the new scholarship of women as well as men.

For example: Promotion/tenure criteria and practices often discourage--or at least fail to explicitly encourage--faculty or instructional development activities conducted in light of the new scholarship on women. If anyone argues that existing criteria also fail to explicitly encourage instructional development relating to men's scholarship, you might use Men's Studies Modified, edited by Spender (see the Bibliography), in addition to examples from your own institution, to help demonstrate that the kinds of scholarship and curriculum development valued in your institution and in academe generally are, in reality, patriarchal. Explicitly remind faculty that they should be able to demonstrate that they are knowledgeable about the scholarship and perspectives of women as well as men in their field; see also Chapter 2, Section H, "Rewards and Incentives."

3. Policies and practices that directly or indirectly affect the quality of students' educational and professional development experience.

   For example: New research by and about women indicates that for a student, access to same-sex faculty role models contributes to the student's development of high educational and professional aspirations. Therefore, if a department or college provides for female students comparatively fewer same-sex faculty role models than it provides for male students, the female students are not being offered a comparable educational and professional experience. Affirmative action efforts to hire and retain female faculty members are important not just for legal reasons, but also because by increasing the availability of female faculty role models, an institution will increase its ability to offer all students a high-quality educational experience. A summary of some research indicating that "Women Students Need Female Faculty Role Models" (see following entry) has proved to be effective in persuading a number of administrators, departments, and search committees to actively recruit and hire qualified women; you can duplicate copies of this summary to distribute to faculty and administrators.

Women Students Need Female Faculty Role Models: Some Research Findings

> Note: The new scholarship of women indicates that the educational and professional development of female students is enhanced by the presence of female faculty role models.

- Female undergraduates who could identify a female faculty role model were found to have significantly higher degree expectations, and to be significantly more likely to have plans to enroll in graduate school, than female students who could not identify such role models. See B. B. Seater and C. L. Ridgeway, "Role Models, Significant Others, and the Importance of Male Influence on College Women," *Sociological Symposium* 15 (Spring 1976): 54-56.
- Female students were found to be more likely to major in departments where there are female faculty members than in those where there are none. See J. A. O'Donnell and D. G. Anderson, "Factors Influencing Choice of Major Career of Capable Women," *Vocational Guidance Quarterly* 26 (1978): 215-21.
- Gifted high school girls in accelerated math courses were found to be likely to achieve a higher math level when the course was taught by a woman and included a sizable number of female students. See L. [illegible] Fox, "Sex Differences: Implications for Program Planning for the Academically Gifted," in *The Gifted and the Creative: A Fifty Year*

Perspective, ed. J. C. Stanley et al. (Baltimore: John Hopkins University Press, 1977): 127-8.

o A survey of women agricultural economists found that female respondents listed female teachers more often than male teachers as their most influential role model. See Barbara J. Redman, "The Women Who Become Agricultural Economists," American Journal of Agricultural Economics, 63 (December 1981): 1022.

To meet the academic and professional development needs of both female and male students, it seems urgent that steps be taken to recruit and hire women for faculty positions in departments having no women in tenured or tenure track jobs. The presence of women speakers, scholars, or temporary faculty cannot adequately address the need of women students for access to women faculty who can, over a long period of time, model appropriate professional and academic qualities and skills.

Is a department or college really offering female and male students educational experiences of equally high quality if male--but not female--students have regular access to faculty role models of the same sex? The new scholarship of women indicates that, in practice, many departments and colleges do not offer women students the same quality of educational and professional support that they offer male students.

Section F: Why and How to Assess Student Response to Curriculum

Integration

Evaluating student response to the integration of women into the curriculum is important, for political as well as academic reasons. At the same time, assessing and interpreting student response can be difficult.

Recommendation: Help faculty learn how to respond to the anger that students--male and female--often express in classes in which material about the oppression of women is integrated.

Recommendation: Develop simple, inexpensive evaluation procedures to assess what students have learned in courses in which the scholarship and perspective of women have been integrated.

Case Studies

Two faculty members at one university had experiences that suggest some of the "political" or public reasons for conducting an assessment. Their stories also reveal why it is so difficult to assess student response to the integration of material by and about women.

A department chairperson expressed concern because a male student had complained to her that a faculty member participating in our Women in the Curriculum Program was biased against men and teaching "too much stuff" about women! Fortunately, this chairperson was sympathetic to our program and to the faculty member; nonetheless, she, as a department chair, had to consider as objectively as possible the student's complaints and also the faculty member's explanations of what she was teaching, and why. The male student who had complained tried circulating a petition to demonstrate that other students were dissatisfied too. Fortunately, the particular faculty member, a very skilled teacher, was willing and able to encourage all the students in her class to talk about the various feelings of anger, guilt, and regret that literature about women's oppression was evoking in all of them. Eventually, all of the students, including the student who had complained, were able to acknowledge that the literature by and about women was important. They eventually realized that their anger should be directed at social, political, and economic conditions rather than at the instructor who was presenting the material.

Nonetheless, another faculty member reported that her student evaluations (required by her academic department for all nontenured faculty) indicated a negative student response. Moreover, 5 of her 53 students had written that the instructor was unfair to men and that she had included more material than was appropriate about women. The faculty member was extremely upset about the low evaluations. In past years, she said, she had been rated as a warm, supportive, fair instructor; she had never been "labeled" sexist or unfair in previous years, when she had included no material at all about women, but was now being called sexist and unfair for her current efforts to explicitly include material by and about women and men!

When the faculty member talked with the author of this handbook, she said that she was discussing her evaluations with me because she thought I should know that nontenured faculty who try to incorporate feminist content and points of view into courses may be subjected to low student evaluations, and their promotion and tenure status thereby threatened. Needless to say, that is a very serious allegation and, if true, could discourage faculty from attempting to achieve a feminist reconstruction of courses. The academic institution is a political environment. The opinions of people in powerful, relatively secure positions can lead to a faculty member's tenure or a feminist program's budget being supported--or jeopardized.

As the faculty member described the class size, class dynamics, and other matters she thought pertinent to low evaluation by students, it became obvious that there were several other factors--not just feminist material and viewponts--that could have resulted in students having a negative response to the course and the instructor that semester:

1. The department had insisted that she teach a class of 53 undergraduate students--a class twice as large as she was accustomed to teaching.
2. Because the course content requires a good bit of small-group work, the department had provided her with graduate teaching assistants who facilitated lab sessions and attempted to respond to students' questions and problems. The faculty member was, in fact, visible to her students in that particular course only as a

relatively impersonal lecturer and as the person who assigned grades.

3. Moreover, the faculty member said that she currently had some personal responsibilities that left her feeling exhausted.
4. Further, the faculty member, to whom feminist theory was relatively new, said that she was rethinking her own personal choices as she identified with feminist issues new to her.
5. Finally, as we talked about her teaching style, the faculty member said that she was conscious of preferring a warm, personal, nonauthoritarian style, and that she dislikes and tries to avoid large, impersonal classes and also dislikes and prefers to avoid confrontation.

We might have helped this faculty member more effectively if we had created opportunities for her and other participants to discuss problems regarding student response while they were actually teaching the newly reconstructed courses.

Conclusion and Recommendations

Adding feminist content and perspectives to a traditional academic or professional course can have a significant impact on faculty-student dynamics. Both students and faculty may simply accept traditional notions that the feminist material is a problem. If there are multiple difficulties impeding communication between the faculty member and students, the feminist material may even be singled out as "the problem," and the actual impediments might not be considered at all. Individual faculty members and curriculum integration projects as a whole can be seriously hurt if participating faculty members and project directors alike fail to take steps to prevent "scapegoating" of feminist material and the process of including feminist perspectives and materials. Following are some suggestions for steps to take.

1. Sponsor informal discussions and support sessions for faculty participants who are teaching an integrated course for the first time. The informal discussions can help prepare participating faculty members to respond effectively to the anger, shock, or resistance that students might direct at the instructor, rather than at the social or economic situation resulting in the oppression of women. (See Appendix B for an example of Faculty Log that can help faculty serve to guide informal discussions about students.)
2. For political as well as ordinary program evaluation reasons, document student perceptions of the value of integrated courses. Administrators and faculty committees that make decisions about funding and about program quality should be given documentation that the curriculum integration project is leading to important learning developments. (See Appendix C for examples of pre- and post-course instruments to assess student learning in and response to a course in which

scholarship by and about women has been integrated. Students are asked to respond not just in terms of whether they think the instructor or course was fair or unfair, sexist or nonsexist, but also in terms of what they actually learned from the course.)

3. Prior to assessing student response at the end of an integrated course, communicate carefully with faculty, as well as students, in order to ensure that others treat the assessment process with the degree of respect and care that you want and need. Who will administer the assessment, when they will do it, what questions will be asked, and how you will prepare faculty to accept your evaluating student response to _their_ course are all important issues. (See Appendix D for a summary of issues to consider before you develop instruments and procedures to assess student learning in and response to courses that integrate the scholarship and perspectives of women.)

Section G: How to Promote Institutionalization of Goals and Activities

Recommendation: Continually work for institutionalization of project goals and activities.

Help faculty, staff, and administrators recognize why and how they can and should incorporate project goals and activities into their regular work loads, budgets, and procedures. The most basic and important way to promote adoption and institutionalization is to communicate effectively and repeatedly to influential faculty and administrators the fact that thoroughly integrating the scholarship and perspectives of women into curricula and into other areas of academic policy and practice is absolutely necessary to ensure academic quality and integrity.

A number of steps are involved.

First, throughout the project, try to keep faculty and administrators who are members of influential committees (curriculum, faculty development, budget) informed and involved regarding project objectives and activities. Focus on an overall objective that will tend to unite rather than divide the "liberals" and the "conservatives" among faculty and administration. To improve the quality of education for all students is one example of an objective that can generate support.

The second step is, of course, to encourage and help faculty and administrators to make specific, significant changes in course content, instructional and research methods, and other areas of professional practice and policy. While implementing professional development activities in light of feminist scholarship and perspectives, keep in mind the recommendations presented in Chapter 2, Sections F and G.

The third step is to secure ongoing and stable internal funding to support effective coordination and implementation of the curriculum integration project over a period of five or more years.

The fourth step is to develop incentives for, and to gradually eliminate the disincentives from, the institutional "reward system." For more information and suggestions about incentives, see Chapter 2, Section H, and see the essay "Moving Beyond the Curriculum: The 'Political' Value of an Integration Strategy" in Chapter 6.

The fifth step is to cultivate the support of faculty who are members of a respected body such as a faculty senate or a powerful curriculum committee and to then request and obtain an endorsement or a policy statement recommending institutional support of the project and its objectives.

Note: The project coordinator(s) should be sensitive to the importance of internal conditions and timing. In some institutions, usually small ones, and under certain conditions, it might be possible and desirable to obtain an endorsement from an influential faculty committee very early in the project or even prior to the development of the project. Such endorsements were granted by important faculty committees at Wheaton College (Norton, Massachusetts) and at Lewis and Clark College (Portland, Oregon) at a very early stage in project planning and development. In larger universities, it may be difficult or impossible to obtain a statement of broad faculty endorsement even after three or four years of project implementation. The absence of such a statement of endorsement need not impede institutionalization, although a statement of broad faculty endorsement is at once an indicator and a promoter of institutionalization. Obtaining a budget that will continue seems to be most important to ensure that faculty development activity and commitment will grow in breadth and depth.

Notes

1. Peggy McIntosh, "Notes on Terminology," *Women's Studies Quarterly* 2 (Summer 1983): 29.
2. Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence," in *Women: Sex and Sexuality*, edited by C. Stimpson and E. Person (Chicago: University of Chicago Press, 1980), p. 77.
3. Lillian Faderman, *Surpassing the Love of Men* (New York: Morrow, 1981).
4. Mary Wollstonecraft, *Mary, A Fiction* (New York: Schocken, 1977).
5. Radclyffe Hall, *The Well of Loneliness* (New York: Simon and Schuster, 1975).
6. Gene Damon, *The Lesbian in Literature* (Bates City, Mo.: Norad Press, 1975).
7. Jeannette Foster, *Sex Variant Women in Literature* (Oakland, Calif.: Diana Press, 1976).
8. Gloria Hull et al., eds., *All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave: Black Women's Studies* (Old Westbury, N.Y.: The Feminist Press, 1982).
9. Barbara Smith, "Toward a Black Feminist Criticism," *Radical Teacher* 7 (March 1978): 22-25.
10. E. Batchelor, ed., *Homosexuality and Ethics* (New York: Pilgrim Press, 1980).
11. Gerre Goodman et al., eds., *No Turning Back: Lesbian and Gay Liberation for the '80's* (Philadelphia: New Society Press,

BEST COPY AVAILABLE

1983).

12. Del Martin and Phyllis Lyon, Lesbian/Woman (San Francisco: Glide, 1972).

13. Rich, "Compulsory Heterosexuality and Lesbian Existence" (Chicago: University of Chicago Press, 1980).

Chapter 4
The Realities of Curriculum Integration: Risks and Rewards

Building a curriculum integration requires patience and commitment over a number of years.

(JoAnn Fritsche)

Introduction

This chapter presents the experiences and points of view of several individuals who have developed and coordinated curriculum integration projects in different ways at seven different colleges and universities. The selections in this chapter present some of the difficulties and conflicts, as well as the benefits, experienced by coordinators of curriculum integration projects.

The first essay is a summary of the risks and rewards, the successes and difficulties, experienced by several coordinators while developing a curriculum integration pilot project. Three contributions present the experience and advice of coordinators who developed curriculum integration pilot projects in institutions where there has never been a women's studies program. Included also are three essays that present the viewpoints, experience, and advice of coordinators who developed curriculum integration projects as extensions of an existing women's studies program.

Risks and Rewards: Summary of Participating Project Leaders' Experiences and Suggestions

By Deborah Pearlman and JoAnn M. Fritsche

We asked project leaders from seven colleges and universities to share with us some of their experiences and perceptions about the benefits and also the risks and difficulties of coordinating the development of a curriculum integration pilot project. The nine leaders, all women, held a wide range of administrative and faculty positions. Three headed women's studies programs and held faculty appointments; one was a director of equal opportunity/affirmative action; one was a coordinator of a women's studies program; one was an assistant to the president; another was a dean; and two were faculty members. All were women of vision, commitment, and charisma. All felt comfortable assuming the leadership of a project that inspired enthusiasm, heated debate, and some resistance. At the end of their respective curriculum inclusion projects, each of them shared valuable insights about the difficulties and advantages she experienced in involving "influentials," including nonfeminists, and about the pleasures and risks of her own role

---

Deborah Pearlman was Associate Director of the Leadership in Educational Equity Project. She is currently Associate Director of the Women in the Curriculum Program and the Director of the Inclusive Curriculum Project at the University of Maine at Orono.

JoAnn M. Fritsche was Director of the Leadership in Educational Equity Project. She continues to hold the position of Director of the Equal Opportunity and Women's Development Programs of the University of Maine at Orono.

as catalyst and coordinator of a feminist project.

Involving Administrative Opinion Leaders

In order to evoke the cooperation of as many people as possible from her own institution, each project leader self-consciously involved campus "influentials" in her project plans. The first group of opinion leaders who were approached were the chief academic and chief executive officers. Each project leader served as the liaison between an administrator (president, vice president, provost, or dean) and an advisory committee. The chief executive and academic officers were instrumental in providing the discretionary funds to begin these pilot projects.

The project leaders scrutinized organizational charts to identify who else should be involved, and when and how. Chief academic officers as well as other "influentials" helped draft project guidelines and signed memos inviting faculty and administrators to major curriculum integration events. "Influentials" also introduced project consultants or keynote speakers at forums and conferences. At one campus the president gave the first presentation for a faculty study group formed to study the new scholarship by and about women. "Influentials," faculty and administrators alike, provided the curriculum integration projects with credibility, institutional sanction, information, contacts, and resources. They also shared information with project leaders, suggested strategies to them, and set the stage to help the community-at-large support the pilot project.

The pilot project leaders involved opinion leaders who had a track record of supporting at least one issue pertinent to women and minorities on their campus. Convincing outspoken detractors or resisters of the value of the project was viewed by project leaders as an unnecessary drain on limited time and resources. Most of the efforts to cultivate support for the curriculum integration pilot project were directed toward those already predisposed to the project's goals and activities.

Co-sponsorship with an administrative office, a department, or a collegewide curriculum committee broadened the base of support among those not involved with the day-to-day activities of the project.

The majority of individuals and groups collaborating with the projects had little or no understanding of women's studies scholarship or curriculum integration. Although this handbook emphasizes the importance of working with nonfeminist as well as feminist administrators, the pilot project leaders did report problems in working with nonfeminist administrators. For one thing, support from influential administrators can wax and wane over time. Project staff may think they have worked with sufficient tact and understanding of the institutional system to win the support of an "influential," only to find that the support was offered on a one-time-only basis. For another thing, there can be differences of understanding about who has control over resources such as the budget and how these resources will be used. Third, there is the problem of having the project overly identified with the administration. Faculty may feel skeptical about and alienated from a project that can be misconstrued as an invasion of academic freedom. This handbook offers many suggestions for avoiding or minimizing these problems and for fostering people's support.

Involving Faculty

Typically, those institutions which had a women's studies program used their program as a base for reaching out to encourage and help other faculty study feminist scholarship and integrate it into their courses. Two schools that had women's studies programs organized and hosted an in-house conference on women's studies; two offered stipends to female-male faculty teams to encourage the team to reconstruct an introductory course in their department. None of the schools represented in this handbook had a women's studies program and then developed a curriculum integration project coordinated with, but administratively distinct from, their women's studies program.

Those institutions which had no women's studies program typically used a competitive grant process to get five or more faculty involved in revising a course. The four campuses that had no women's studies program made extensive use of outside consultants, in-house workshops, and study groups to inform their campus community about women's studies scholarship and why it should be integrated into the traditional curriculum.

Involving Both Feminists and Nonfeminists

In promoting the goals and activities of curriculum integration, it is important to link a project with the educational mandates of the particular college or university. This link involves feminist and nonfeminist colleagues alike in moving toward an inclusive curriculum.

Project leaders reported that working with the nonfeminist community had several advantages. They counted on people's eagerness and curiosity to be part of something new and to get involved in an effort that is now being promoted at more than 35 colleges and universities across the United States. One project leader stated that working with the opinion leaders on her campus was perceived as a legitimate, natural, and productive way to get a new project off the ground; thus, networking with those usually not identified with women's issues served her project well and brought in new advocates for curriculum integration.

This is not to say that it is a simple matter to work with people who lack knowledge of feminist theory and values. Frequently, people who have little or no knowledge of or commitment to feminism will seek a "quick fix" in response to the dearth of women's scholarship and perspectives in the curriculum. Simplistic "solutions" are often expressed in comments like these:

> I have raised the issue once, and I do not see the need to keep raising the issue.
>
> We have already revised a course unit (or attended a faculty development seminar). Isn't that enough?

Resistance or ambivalence can also be expressed in angry or defensive outbursts about the supposed attempts by curriculum integration advocates to politicize the curriculum. People express anger if they feel that they are personally and professionally responsible for a problem as overwhelming as women's oppression. They tend to fall back on protecting themselves by using such cliches as "I treat everyone alike." In order to defuse some of this resistance, the project leaders planned to cultivate people's interest and support over the course of many months and, more likely, several years. Project leaders often gave detractors or doubters a scholarly feminist article related to their field and invited them to review it at a meeting or a brown-bag luncheon. This kept the focus of curriculum integration on academic, rather than personal or political, values and beliefs.

Although one project leader expressed doubts that working with nonfeminist opinion leaders would significantly reduce negative attitudes about women on her campus, the majority of project coordinators saw the support of "influentials" as beneficial. In several cases project coordinators reported that gaining the support of an "influential" had provided a critical incentive in getting male colleagues to attend a few events to learn about the project and to consider the issues raised by curriculum integration.

One project leader sent out invitations for project events in a way that implied broad support across her institution. In this carefully constructed context, she let her project unfold. Resistance did, of course, surface, but it dissipated in the face of broad faculty and administrative support. That particular campus is a small, relatively congenial one; on a campus that is larger or on one that is characterized by conflict, the approach, though excellent, would probably have much less impact.

Characteristics of the Project Leaders

The project leaders had varying amounts of experience at their institution. Some had been on their campus for more than eight years. Others had been recently hired. A few reported that they encountered resistance because they were new on campus and were challenging the established order; others felt their newness created difficult barriers in establishing a power base. Most of the nine leaders did not know many people and were not power brokers. These leaders had to establish their own visibility and credibility simultaneously with cultivating support for curriculum integration. They quickly learned to use their energies wisely by working with people who were at least interested in curriculum integration and/or other feminist work. Some adamant resisters to curriculum integration were distracting and undermining. One coordinator balanced the tendency to internalize rejections or rebukes by talking regularly with sympathetic peers who could help her read her institution more accurately.

Project leaders experienced three different kinds of problems. First, some were at a disadvantage because of their status and their title. A frequently stated complaint was "No power, no seniority, and no clout in the organizational hierarchy." Access to an administrative opinion leader was not enough to compensate for being a junior untenured faculty member or a mid-level administrator. These project leaders needed to compensate for their limited power by working in leadership teams.

Second was the problem of time. For all the project leaders, the work of outreach, education, faculty development, and bibliographic searches was extremely time-consuming. Receiving release from some duties or a stipend would have been helpful. The very crucial work of setting up study groups--to provide collegial support for studying the new scholarship of women and for sharing information from a multidisciplinary perspective--was stimulating and gratifying, but also exhausting for project leaders who had other full-time responsibilities.

Third, some project coordinators hesitant to rock the boat reported that they were overly cautious in their choice of words and tone. They complained, moreover, that they rewarded the most meager show of support, course changes, and/or policy proposals on the part of those who had limited knowledge of feminism, knowing full well how little recognition feminists had received for laboring to build a base for feminist scholarship and teaching.

Risks and Benefits of Leading a Curriculum Integration Project

Although there are real problems involved in setting up and running a curriculum integration project, there are also significant compensations. One benefit is a genuine feeling of satisfaction in establishing a credible and worthwhile project that draws upon the well-recognized and important scholarship of women's studies teachers and researchers. The sense of shared leadership in working with a project advisory committee and through liaisons with other departments, offices, and groups on campus is also rewarding. Each of the project leaders expressed pleasure and satisfaction in taking a lead role in bringing a new and vital program to her campus. Some of the benefits these women cited were as follows:

- Facilitating positive growth and change in their college or university by making curriculum integration appealing to a broad-based constituency
- Receiving intellectual stimulation and pleasure from their work with the new scholarship by and about women
- Being part of a cohesive peer group
- Meeting diverse people, dealing with faculty in a new and different way, and being perceived by others as a leader for educational equity and excellence
- Combining administrative, teaching, and faculty development work creatively
- Being at the forefront of new scholarship in their field
- Using their position (either as a faculty member or as an administrator) to read the university's or college's organizational structure and truly use it to advantage

Some of the risks they cited were as follows:

- Being ridiculed or misunderstood (project leaders sometimes felt they were the sole target of negative attitudes toward women and toward feminism)
- Being perceived as marginal to the university or college because programming for women receives low status, has limited power, and is given low priority
- Being set up in a stereotypical role (the personal and professional life of a spokesperson for feminism was sometimes judged in a negative light)
- Being questioned or criticized for taking a leadership role (project leaders sometimes felt discouraged about how they had involved or had neglected to involve others and to share leadership)
- Being accused of violating "academic freedom" (project leaders were occasionally accused of scrutinizing and judging other people's courses and methods of teaching)

"Survival Strategies" of Project Leaders

It should be clear by now that building a curriculum integration project requires patience and commitment over the long haul. Project coordinators must assess their real base of support and their potential base of support; they need administrative backing but also grass-roots support from faculty or students. Of the nine project leaders, those who had administrative responsibilities and teaching duties were able to move back and forth between the administration and the faculty.

Those who had only administrative rank and a direct reporting relationship to a chief academic officer usually found it advantageous to share the project leadership with a well-liked, highly visible faculty member. One project leader who had faculty status but no rank in the administration compensated for her limitations by working closely with an administrator while planning and implementing the project.

Just as the development of an institutional base of support for curriculum integration is essential to the vitality and longevity of a project, so too is the development of a personal base of support. A deep and sustained focus on women's historical and contemporary situation can leave one feeling angry and drained. The discovery of women's productive and creative contributions to every facet of life is both energizing and also threatening to established beliefs. The nine project leaders often identified friends as a necessary part of their support systems. They found that their personal and professional lives were continually challenged by their role as a project leader.

Terminology and Ideology: The Debate

Differences among project leaders in our cooperating institutions mirrored the larger national debate about women's studies and curriculum integration. Some see curriculum integration as an educational effort that first and foremost must be described in academic language to help one's colleagues feel safe and receptive to learning about the new scholarship of women. People who hold this view tend to differ from women's studies leaders who insist that the connections between academic women's studies and the broad social-political women's movement must be made explicit, even in the early stages of working with people not yet knowledgeable about feminism or women's studies.

At most colleges and universities, "women's studies" and "feminism" are highly charged words. They raise the spectre of a handful of women and men doing away with the entire traditional curriculum to satisfy the interests of a handful of radicals. These fears, though groundless, need to be recognized.

Certain words--such as "feminism," "lesbianism," and "racism"--can evoke much ambivalent or negative emotion, which may be directed against the person who uttered the word. Given this situation, the nine project leaders made different decisions about how to describe project goals to their constituencies. Some felt that unless the words "women's studies" and "feminism" were made to come easily to the tongue, curriculum integration would remain diffuse and ahistorical. Other project leaders felt that words like "women's studies" and "feminism" were not helpful in describing or promoting the goals of curriculum integration. These project leaders tended to talk about the rationale and importance of women's place in the curriculum, without calling a course or a bibliography "feminist." They justified their caution in using a term like "feminism" with the argument that the term "feminism" is used too freely and in too many different contexts. They found it is more valuable to take the time to explain the philosophy and strategies of curriculum integration;

this, they felt, puts the focus more on issues of academic integrity, scholarship, course revision, and classroom climate.

Project leaders' differing positions about the risks and benefits of using words like "women's studies" and "feminism" early in the project tended to depend on whether or not the coordinator was associated with a women's studies program. When curriculum integration was one of many activities sponsored by a women's studies program, the project leader tended to see her assets in terms of her long commitment to women's issues and to women's studies. A common statement was: "I am a feminist and I believe in educational equity; I am willing to affirm the importance of women's issues." Curriculum integration was thus seen as one of many channels to extend and expand women's studies.

Project leaders who had no women's studies program affiliation also expressed a commitment to women's issues. They knew they had been chosen to start up a curriculum integration project because of their work on behalf of women, or because their courses or research reflected a feminist perspective. However, these project leaders defined their assets first and foremost in terms of their demonstrated ability to lead and manage. They spoke of their skills in knowing how to read an organization, and they were likely to talk about their attention to detail in running complex and comprehensive programs. They referred to their measured success as facilitators, negotiators, good listeners, and able administrators; they cited a keen sense of pacing, an ability to work long and hard, and their excellent interpersonal skills.

Project leaders who also headed women's studies programs listed their well-tested and well-recognized administrative, managerial, and interpersonal skills. They, too, spoke about their experience with curricular and organizational change, but they identified such experience secondarily to their identification with feminism.

The difference in order and emphasis, though subtle, did affect the tone and organization of the different curriculum integration projects. Yet without exception, each project leader identified her enthusiasm and dedication as factors that encouraged others to get involved in curriculum integration.

This essay provides an introduction and a summary of some of the major similarities and differences in project leaders' views and recommendations. The participating project leaders present their experiences, concerns, and suggestions in their own words in the rest of this chapter.

Moving Toward a Balanced Curriculum at a Small Independent College

By Lucy Morros

In the fall of 1982, the faculty and administration committed some Westbrook College resources to encourage and assist faculty to study and revise our courses so that they would focus on the contributions, values, and perspectives of both men and women. The endeavor has required the study of a new body of knowledge: the new scholarship about women. Before I discuss the kinds of projects Westbrook faculty have undertaken this past year, let me briefly describe what is meant by "new scholarship about women." I confess that my perspective is that of an enthusiast.

In about 1969, the new scholarship about women took on what Catherine Stimpson of Rutgers University calls a systematic quality, a new intensity, and a new scope.[1] While the new scholarship, produced by men and by women, is not necessarily unified and monolithic, it has three common ambitions: (a) the deconstruction of errors and myths about woman, her nature, her role, her abilities; (b) the addition to knowledge about women, of facts, of contributions, of women "lost" to history through the vagaries of historical perspective, sexual discrimination, and female invisibility; and (c) the construction of theory about women. As a result, the study of the female world has exploded

---

Lucy Morros is Dean of the College, Westbrook College, Portland, Maine.

in the sciences, in the social sciences, and in the humanities.

Let me cite an example of the kinds of questions raised by the new scholarship about women. Mary Ellen Donovan of Dartmouth College has asked whether the exclusion from history of the experiences and roles of women has reduced by more than half the lessons we can learn from the past. Consider, for example, the conventional view of Western history that is presented to most students in liberal arts courses. The democratic period in Greece is seen as the height of civilization, the Middle Ages as a time when civilization deteriorated, the Renaissance as a time when civilization again progressed, and the period following the American revolution, particularly the Jacksonian era, as one of increasing popular liberty.

When Western history is seen from the vantage point of women, however, the pictures that emerge differ dramatically. For women in Athens, democracy meant either existence as a concubine or, in the case of citizens' wives, perpetual confinement indoors and a protein-deficient diet. As Simone de Beauvoir writes in The Second Sex, the Athenian wife was shut up in her quarters, held under severe constraint by law, and watched over by special magistrates. All her life, she remained a minor under the control of her guardian, who might be her father, her husband, the latter's heir, or, in default of these, the State, represented by public officials.

For women, the Middle Ages meant increasing freedom and power in many areas, as well as improvement in diet and health.

For women, the Renaissance meant loss of freedom and power, the denigration of the kinds of knowledge and methods of learning women had traditionally developed, and the escalating terrorism of witchcraft persecution. For women, the period following the Jacksonian age of "the common man" meant fewer legal rights, not more.[4]

Our intent at Westbrook College has been to consider such questions and to rethink our courses so that they become inclusive of the contributions and perspectives of women and men. Women's studies, therefore, provide us with a lively hope for balancing female and male perspectives of what it means to be human. This is by no means an easy task, but during the past year the faculty have made significant progress.

In 1982, Westbrook College faculty development funds from the Bingham Foundation were allocated for the purpose of integrating the new research by and about women into the curriculum. These funds were then matched, dollar for dollar, by the Leadership for Educational Equity Project headed by JoAnn Fritsche.

A call for faculty proposals was issued by the Professional Affairs Committee at Westbrook, and two faculty teams, each with four members, were awarded research grants for the 1982-83 academic year. One team studied the history of women and the history of nursing from the 1850s to the present, in order to infuse new materials and perspectives on issues of sex into the core course of the Bachelor of Science in Nursing for Registered

Nurses Program. The other team reviewed women's studies literature in anthropology, art, literature, and music in order to redesign the methods and materials used in the core course of Western Civilization.

This past June, the two faculty teams presented their research and conducted workshops for the entire Westbrook College faculty. This two-day Educational Equity Symposium focused on three topics: women and science, the classroom climate nationally, and the classroom climate at Westbrook.

Our experience in moving toward a balanced curriculum has taught us many things, not the least of which is the value of controversy and discomfort. Why, for example, in an intermediate French course do we use an anthology that does not incorporate any French women writers? For nursing courses, where can we find textbooks that do not exclude the experiences of men in nursing? In science, how has sex bias influenced the very language we use in our anatomy and physiology courses?

The primary lesson, however, is that we at Westbrook are taking important steps toward producing a balanced curriculum, one that will reflect the experiences of women and men for a fuller, certainly more accurate understanding of humanity. In this, we are truly in the vanguard of American education.

Notes

1. Catherine Stimpson, " Scholarship about Women: The State of the Art," in Women's Studies and the Curriculum (Winston-Salem, N.C.: Salem College, 1983).
2. Mary Ellen Donovan, "Why Study Women?," Dartmouth Alumni Magazine, Oct. 1982, pp. 27-31.
3. Simone de Beauvoir, The Second Sex (New York: Bantam Books, 1952).
4. Mary Ellen Donovan, "Why Study Women?," Dartmouth Alumni Magazine, Oct. 1982, pp. 22-31.

A Dozen Ways to Succeed and Survive as a Project Leader

By Annette M. Lopez

1. At the outset, ask faculty--not once, not twice, but at least once a week, in a variety of ways--to participate in a project that will fund them to read new scholarship by and about women in order for them to modify their methodology and course content by reconsidering the value of women.
2. Spell out, in very precise, behaviorally measurable terms, just what will be expected of cooperating faculty participants who want to receive small financial grants for course revision mini-projects. Say it so they understand. Put it in writing so they can refer to these expectations.
3. Get the most committed faculty members to draft proposals outlining what they could do to improve the portrayal of women in their courses. Make faculty aware that receiving funding for such proposals is a privilege and an honor.
4. Establish a group of committed faculty members who will agree to meet regularly (ideally, once a week) for intellectually stimulating discussions of women's studies literature and the difference it makes in a particular discipline. This group could be composed of all faculty who are funded to reconstruct a course. The meetings might take the form of brown-bag luncheon sessions.

Annette Lopez was formerly Director of Affirmative Action and Equal Opportunity, University of Maine at Presque Isle. She is currently Assistant to the President, Texas A & M University.

BEST COPY AVAILABLE

5. Prepare detailed guidelines (don't be afraid to be redundant), and duplicate and distribute them more than once. Share steps faculty can take to increase the amount of information by and about women included in a course. If these strategies are ignored, do not lose heart. Maintain your position and restate that it is possible to take women seriously. Get faculty to work on the "how" of accomplishing this within their purview.
6. As a project leader, treat yourself to phone calls that connect you with curriculum integration project coordinators on other campuses. Doing so will enable you to reaffirm the fact that, in spite of all the resistance, it is worth it (even though at times it seems not to be).
7. Similarly, treat yourself to related workshops and conferences so as to revive your beliefs and regain your own positive sense of the worth of the struggle for women's equity.
8. Establish direct contact with key experts who could serve as potential consultants to your project.
9. Do not get discouraged, in spite of the many negative attitudes and remarks to which you will be subjected. Keep repeating the feminist position about the need to act on behalf of women in order to upgrade the status and power of women, and especially to enable ourselves and other women to realize our potential.
10. Remind faculty that written and/or oral reports to

colleagues are expected from those who receive financial assistance to reconstruct a course. Offer to assist them. Even offer to critique their reports and provide suggestions. As a last resort, offer to have your office type up the report. Remind faculty that their reports should describe what they have accomplished to date and/or will continue to do in their classrooms; encourage faculty to note also the effect of the project on their personal beliefs.

11. Congratulate all faculty participants and have a celebration of their achievements.
12. Reward yourself with a small (or large) celebration with a close circle of feminist friends who also aspire to and agree with the goals of (a) changing the way in which women are regarded and (b) moving toward equity between women and men.

Curriculum Integration: A Women's Studies Coordinator's Perspective

By Cathryn Adamsky

Women are the influential people in women's studies, in curriculum integration, and in the contemporary and historical women's movement, and it is the education of women that is going to make a difference in curriculum transformation.

Since this is my basic operating philosophy, my focus for this project was on women in our university. The women's studies program had no course in the School of Health Studies, which is where the bulk of women on campus are. Through the work of two women faculty members in nursing, a much-needed course on women's health was developed during our pilot project.

There were many positive effects from this development besides the course itself and people's exposure to it during the process of obtaining course approval. There is now better communication between women in nursing and other women in the university, and more of us are sensitive to each other's situation. For example, some of us are now aware of how overworked faculty in nursing are. One of the members of the nursing faculty is now on the women's studies advisory committee; another was asked to be a member of the President's Commission on the Status of Women. The most important outcome has been an

---

Cathryn Adamsky is Associate Professor and Coordinator of Women's Studies at the University of New Hampshire, Durham, New Hampshire.

increased focus on "women's work" and on sex segregation in the work force, something we tend to forget in our isolation from one another. This has led to a project entitled "Women's Work: Equally Worthy," in which people in nursing are working with people in English, economics, and women's studies to develop and integrate into academic courses the concept of, and some research regarding, equal pay for work of comparable value. A course on feminism and nursing, long a dream of some in nursing, is now a possibility. Past efforts to develop such a course were blocked; the support of faculty outside the School of Health Studies now makes approval more likely.

Curriculum transformation is central to the philosophy of the women's studies program, but the kind of change necessary cannot be accomplished without the scholarship on which to base it, the people disposed to do it, and the climate in which to foster it.

The most basic type of curriculum transformation necessary seems to me to be that accomplished by people, almost without exception women, who extend their women's studies scholarship, philosophy, and pedagogy into their discipline-based courses. These women have done this work with minimal support and are likely to continue to do it. We need to support them, whether in our own or in other universities, and to make sure they are retained as faculty.

A further, equally important task is to support the development of a feminist perspective in new women faculty, most of whom have not previously been exposed to feminist scholarship in their graduate education, although they might identify as feminists. The ones who don't identify as feminists are a separate issue; it has to be their decision whether or not they choose to identify with women on campus. That option must be made attractive to them, but given the limited resources of feminist faculty, the main focus must be on those women who are already alert to the concerns of women.

The development of a feminist perspective in male faculty is a slower and more resource-draining task. In my experience those men positively disposed toward feminist analysis are not usually the more influential men on campus, but they are solid people. They are generally, in my experience, men who are used to surviving without much support, and hence are likely to stand by in a crunch. Having these men sprinkled sparsely around the university can make a difference. Finding them is not easy, but not impossible.

Creating wide networks of support is necessary for curriculum transformation to take place. The development of these networks takes time and commitment, and the efforts involved usually don't count in the reward system of the university.

At our university the networks of support include (but are not limited to) a small but hardworking and highly committed group of women's studies faculty; a women's studies advisory committee, which also includes community women; feminist faculty on "gatekeeping" university committees; a women's studies interdisciplinary discussion group, which includes diverse women faculty members and members of a tenured women's faculty group working on retention of women faculty and on pay issues; a very active Commission on the Status of Women composed of a cross-section of women at the university; and a small but active group of young feminist women students who run the women's center and who have formed a lesbian collective. Of particular importance in the networking efforts are the support and activism of women's studies students, some of whom are in the work force of the university and, unlike regular students, are there for more than four years. A wider network of support is composed of people in the community: They and we are currently developing a "Friends of Women's Studies" group. Transformation in the curriculum has to be a grass-roots movement. Women make up most of the roots.

We are currently involved in helping those who are positively disposed to reconceptualizing their courses to be able to secure the time and support in which to carry out this work.

A recent informal survey of male faculty and administrators by a male women's studies student alerted us anew to the fact that awareness of women's issues in male faculty is, on the whole, extremely superficial when it is not downright hostile. The reality is that the ideas of the women's movement have not penetrated very deeply into the culture; therefore, the strategies we choose should optimize the maintenance of women's limited resources.

Curriculum Integration and Women's Studies: Mutually Supportive Approaches

By Mary Jean Green and Brenda R. Silver

Much recent discussion of women's studies and curriculum integration puts the two in a relationship of mutual exclusivity: either women's studies programs are strong and "ghettoized" or they joyously dissolve themselves in a burst of "mainstreaming." At Dartmouth we have found that, to the contrary, the two enterprises are mutually supportive. The effort to disseminate feminist scholarship to ever-wider groups of faculty has strengthened and diversified our own women's studies course offerings, as it has widened the program's base of support. The chief beneficiary of this interchange has been the institution as a whole, for it is our firm conviction that without a strong women's studies program, there would be little faculty awareness of the new work in feminist scholarship, and certainly much less teaching or research in the field than presently exists at Dartmouth.

The curriculum integration project we undertook in conjunction with the Leadership for Educational Equity Project illustrates this type of interaction quite well. We wanted to take advantage of the momentum we had acquired during our four years of existence in order to encourage still further curriculum

---

Mary Jean Green and Brenda R. Silver are Co-Chairs of the Women's Studies Program at Dartmouth College, Hanover, New Hampshire.

integration. Concretely, by grouping together as many as possible of those faculty who had already been involved or who had displayed an interest in women's studies, we planned to provide a public demonstration of the pertinence and the wide applicability of this project. This "public demonstration" took the form of an interdisciplinary conference on the impact of feminist scholarship upon teaching and research on campus. The conference, entitled "The First Decade: Feminist Studies at Dartmouth," was held in conjunction with the tenth anniversary of coeducation at the College.

The enterprise might have been risky for the program had we not previously built a number of "bridges" to other members of the faculty--a crucial consideration for any group undertaking such a project. We were sure from the beginning that we would receive an adequate number of responses to our "call for papers" from faculty both inside and outside the program, and that we would have at least a minimally respectable attendance at the conference.

As it turned out, we had more than the expected number of responses: we received excellent proposals from 26 potential participants in 13 different disciplines. In fact, we had to expand the conference to four days in order to accommodate them all. Several of the papers were written and/or presented collaboratively. In organizing the presentations, the planning committee used a thematic model that moved from the discovery and recovery of women within fields of research, to revisionary scholarship, to recent theoretical and practical applications of feminist scholarship. The titles for the sessions were "Coeducation: the Difference It Makes," "Archeologies," "Revisions: Theoretical Contexts," "Revisions: Literary Texts," "Women's Studies in the Wide World," "Theories of Difference," "Intersections: Feminist Criticism and Male Texts," and "Intersections: Feminist Criticism and Male Culture." Attendance, too, more than met our expectations--the large lecture hall in which the sessions were held was often filled to overflowing by faculty, students, and interested members of the local community.

In undertaking to display publicly the feminist scholarship being done at Dartmouth, we were operating with the knowledge that members of our program were indeed engaged in important and innovative work. Because of the long existence at Dartmouth of a faculty seminar on feminist inquiry, women scholars interested in feminist scholarship have had an unusual opportunity to familiarize themselves with one another's research. We thus had no doubt that the projects being done on campus in feminist scholarship would prove impressive and even exciting if presented to others.

Perhaps more daring was the idea of opening the conference to colleagues outside the program who had not previously done serious work in women's studies. We did insist that the papers make use of current feminist scholarship, thereby avoiding the risk of presentations that had only a vague focus on "women." Our clear statement of the purpose of the conference did, in all but one case, spare us inappropriate proposals. Those faculty who responded submitted abstracts of such intellectual soundness that we had few concerns about the quality of the resulting presentations. (If we had received inadequate proposals, rather than rejecting them outright, we might have helped the people involved to generate more appropriate questions and sources.) Many of the colleagues responding were people of particularly high caliber whom individual members of the program had personally encouraged to participate. A number of faculty had indeed begun to explore in their teaching at least one small aspect of the feminist perspective; it seems impossible that someone could be teaching in a field like literature or history and yet remain in total ignorance of the new work. Nonetheless, some faculty needed encouragement to envision this exploration as the basis of a conference paper.

About half the conference presenters, ten of whom were men, had not been involved in women's studies before; these colleagues were grateful for the opportunity to develop this new aspect of their work and have found it a useful contribution to their research and teaching. At least two of the men who had not previously done research in this area are planning to expand and publish their conference papers; their effort will also have a concrete impact on their teaching. One presenter has already added a unit focusing exclusively on women to his introductory course in Afro-American studies. (This development is a spinoff of both the campuswide conference and another curriculum integration project component, a faculty seminar on Third World women.) Another colleague is preparing to teach a new course on women in the Third World for the women's studies program, a course he has been active in developing.

Another conference presenter, a biologist who was also new to women's studies, used her work on the paper to design a freshman seminar on sex differences; that seminar was subsequently offered through the biology department. Moreover, she is currently developing an intermediate-level course on the topic for the women's studies program--the first course we have been able to organize in the sciences. The presence on campus of a woman scientist who is visibly doing work in women's studies may help to increase consciousness about feminist issues in a division of the college that has traditionally been resistant to feminist scholarship, and even to the hiring of women.

Clearly, then, the decision to open the conference to a wide variety of participants has had very positive consequences for both curriculum integration and the development of the women's studies offerings. It also served to expand the interdisciplinary aspect of the presentations themselves and thus to interest an even wider audience. The many faculty who attended responded positively to the opportunity to learn about other aspects of the curriculum, as well as to hear their colleagues present their research--opportunities too often lacking in institutions fragmented by rigid disciplinary boundaries. Many said the conference was the most exciting intellectual event on campus in years. For those of us who see this interdisciplinary perspective as basic to the enterprise of women's studies, such a response, while not unexpected, is nevertheless gratifying.

All the factors that made the conference a positive experience for faculty presenters and participants were also operative in the case of administrators, whose favorable disposition toward women's studies increased as a result of the enthusiastic faculty response. We had made a successful effort to involve directly all the administrators who have responsibility for the women's studies program, from the president of the college on down. The dean of the faculty gave the opening remarks; the president spoke at the conference banquet; other deans chaired panels. These administrators were thus able to see for themselves what was going on in women's studies, rather than hear about it at second hand. We also tried to expand the scope of the conference beyond the curriculum itself to involve other aspects of college life; there was, for example, a presentation on the development of women's athletics at Dartmouth and an entire panel presented by alumnae whose careers involve working with women's issues. As a result, we were able to get our message across to the dean of the college, who chaired the alumnae panel, and several of the alumni/alumnae who were coincidentally meeting on campus that weekend. The overall response from the administration was so positive that, far from begrudging the money spent on the conference, they offered to pick up any cost overruns.

Response to the conference from students was also positive, even though the numbers of students in the audience were relatively small. This was primarily a faculty-oriented event, and the conference might have been different in many ways had it been directed toward students alone. We did receive the written comments of students in a comparative literature course who had been encouraged to attend some of the presentations because of the relevance of the papers to their course material. The students' comments were not only unanimously favorable, but highly enthusiastic. Their responses closely parallelled faculty reactions: greater understanding of the importance of feminism and feminist scholarship, excitement about the reality of interdisciplinary work, and positive responses to the people presenting papers and the quality of the work they were doing.

The success of this project with faculty, students, and administrators, in terms of both curriculum integration and the women's studies program itself, has convinced us even more strongly of the necessity of continuing our efforts in this direction. Only success in making a permanent impact on the academic curriculum as a whole can ensure that feminist scholarship will receive the support, both intellectual and personal, it needs to survive in an academic institution. Even more significant, however, only the existence of a strong and active women's studies program can provide the continued energy needed for this effort.

Integrating Integration Methods with Women's Studies: The University of Southern Maine's Experience

By Joanne H. Clarey

The Women's Studies Committee of the University of Southern Maine (USM) decided to incorporate scholarship about women into the curriculum by developing women-focused courses, a women's studies curriculum, as a first stage to transformation, rather than beginning with the sort of integration methods used by the University of Maine at Orono, Montana State University, and Wheaton College. That decision was based on our belief that a strong women's studies program, faculty, and curriculum were critical prerequisites to the planning and implementation of a successful integration project on our campus. We felt it was inadvisable and perhaps even impossible to pass over fundamental steps in the developmental process of cognitive and psychological growth for women.

It is our position that women have the need for and the right to an educational process and opportunity that can lead to the development of equal strength. While men may have distinct obstacles to constructing a better future for themselves, they do not have the same needs as women at USM at this time. If we fail to make this distinction clear and thus do not commit ourselves to providing opportunities for every step in the developmental process for women at USM that women elsewhere have had, we

---

Joanne H. Clarey is Coordinator of the Women's Studies Program, University of Southern Maine, Portland, Maine.

believe we will have failed to assist our women students in the critical process of growth, psychologically and cognitively. Women's studies programs and women-focused courses can provide cross-cultural and historical perspectives that bring awareness to women and men students about women's experiences and accomplishments, the "gendering" of knowledge, and the new theories and research that derive from women's studies. In short, women's studies helps women to reconstruct and restore the past. A women-centered curriculum also gives us the knowledge for better understanding our present, and facilitates movement toward constructing a more creative and effective future. We believe the establishment of women's studies curriculum and faculty is an important catalyst for change toward excellence and equity at USM. Without this foundational step, we would not have been prepared to develop and utilize effective curriculum integration methods to transform our learning environment.

A matching grant from the Leadership for Educational Equity Project at the University of Maine at Orono enabled the Women's Studies Program at USM to develop a pilot project on integration that has served to provide us with much-needed information about the curriculum integration process. We used a departmental team approach, with one member of the faculty team experienced in women's studies curriculum, research, or programming, and the other, from the same department, relatively or totally new to the scholarship on women available in the discipline, but motivated and interested enough to volunteer to participate. The teams were male-female. In one team the women's studies faculty member was a man, and in the other, a woman. The male-female teams served to diminish negative reactions from other faculty and provided for diversity of perspective.

In both teams, the women's studies faculty member assisted with course revision and with necessary research, but did not teach the revised course. Each team selected an already existing foundation course--one on nonverbal communication and the other on principles of geography--to revise and update so that the course content and pedagogy reflected new scholarship on women and a sex-balanced view of human experiences. Since these courses are offered regularly and are taught by one of the faculty who revised the course, they present no additional funding burdens to the university and are expected to remain a basic part of their respective departments, regardless of cutbacks or funding shortages. In addition, men as well as women students are exposed to the information on sex roles that is incorporated into the courses.

Faculty involved in this project have had positive evaluations of the experience and outcome. They report closer relationships with their departmental colleagues, increased knowledge in their field, more positive student response to and involvement in the revised course, and feelings of being satisfied with the time spent in the revision process. They have become more involved in women's studies--supporting our program efforts, sharing their expertise and knowledge with us and with others not directly involved in women's studies, and bringing awareness and information to additional faculty. We believe the integration pilot project has secured important faculty and student advocates for women's studies; indeed, the endeavor may have helped to eliminate some of the adversarial feelings of other faculty as they have become more familiar with our goals and with cooperative and rewarding strategies.

We feel this curriculum integration project has been a success and has enriched the efforts we have made as a women's studies program, but long-term results remain to be seen. We are concerned about accountability and evaluation in the revised courses as they will continue to be taught, perhaps by other faculty who have not been a part of the revision process or who have not had the benefit of a consulting women's studies faculty. We are concerned about the possibility of these courses being offered with a nonfeminist approach that might be contradictory to the course content and confusing or detrimental to students who may learn one thing yet feel another.

The cost for faculty stipends to revise and update the curriculum, while not extravagant, will prevent the Women's Studies Program at USM from instituting this project on a wide scale. Were major funding available, we would replicate the pilot project, but on a larger scale, keeping our procedure similar to the original. We eliminated many risks by involving women's studies faculty in the project and by building in accountability in terms of a concrete end-product.

The Women's Studies Program at USM has utilized a number of approaches in the process of integration. After assessing these approaches, the Women's Studies Committee has emerged with a reaffirmed belief in the necessity of building a strong women's studies program as the initial step in the long journey to the transformation of the university curriculum and learning environment in terms of educational equity for women and men. Nonetheless, challenging faculty to work in departmental teams can be helpful in assessing and revising existing curricula, in building collegiality and morale, and in extending the availability of information on women.

We are as yet in the beginning stages of transforming the curriculum at USM. We believe that women's studies is directly related to curriculum integration and is, at USM, the most vital and necessary part of the integration process. We see no incompatibility between integration methods and our women's studies methods of transformation, and no necessity to negate one or the other. Instead, we wish to urge consideration of "integrating the integration" methods with women's studies programs as one strategy to enhance the transformation process in the university.

Increasing Awareness: A Multifaceted Approach

By Paula Morris

The curriculum integration project of the University of Maine at Farmington (UMF) evolved from the recognition that our faculty, men and women alike, had little or no familiarity with feminist scholarship. Trained primarily in the 1950s and 1960s, faculty members were steeped in the traditional, androcentric perspectives of their respective fields. Our first objective, therefore, was to raise awareness about the significance and availability of feminist scholarship; only modest changes in the curriculum were expected during the pilot project.

The pilot project consisted of three major components, each intended to increase in a different way exposure to feminist scholarship: (a) a study group, (b) presentations by guest speakers and consultants, and (c) faculty research projects. By designing the project to suit the conservative climate of the campus, acknowledging the beginning level of knowledge at which we found ourselves, and taking a multifaceted approach, we were able to make remarkable gains.

The Study Group

The study group met every other week at lunchtime so that attendance would not place a burden on the faculty. Of approximately 90 full-time faculty, more than 20 participated on a regular basis. They represented a range of academic areas,

---

Paula Morris is Assistant to the President, University of Maine at Farmington, Farmington, Maine.

including social studies, language and literature, psychology, education, visual and performing arts, education, and human, health, and family studies.

The study group provided a forum for exploring scholarship by and about women and for discussing how that scholarship might be integrated into UMF courses. The group was facilitated by two women--a tenured faculty member and the assistant to the president. Considerable sensitivity was employed by all women in the group to make male colleagues feel welcome and to encourage their active participation. As a result, the core group was composed equally of men and women.

Study-group meetings centered on the discussion of scholarly articles that had been selected and circulated in advance. One or two sessions were reserved for topics of special interest to the group: women in history, in American literature, in education, and so forth. The format worked well, and study-group sessions were regarded as interesting, provocative, and enjoyable.

In its second year, the study group underwent several changes. First, participation was opened to members of the professional staff. This had not been done during the first year, so that faculty members could "get their feet wet" without fearing embarrassment or feeling threatened. Second, in addition to reviewing articles, the group hosted presentations by faculty members on their recent research in feminist scholarship; discussion followed each presentation. Third, feminist films were ordered for viewing and discussion. And fourth, the group was facilitated by a female faculty member, who was reimbursed out of faculty development and administrative contingency funds. (The requisite skill for a facilitator of our group has been not expertise in women's studies, but rather the ability to lead the group effectively, with enthusiasm, sensitivity, commitment, and concern. In the future, the position may be filled by a faculty member who is given released time.)

Although its planning and implementing required considerable time and energy, the study group made a significant difference on campus. It greatly increased awareness of and interest in feminist scholarship on the part of faculty and staff. It also created a valuable network of support for those who recognize the inadequacies of the existing curriculum and want to help promote change.

Presentations by Guest Speakers and Consultants

Guest speakers and consultants served an important function in the project. First, they brought a breadth and depth of knowledge about feminist scholarship that the campus sorely lacked. Second, as outside agents they were able to stimulate interest and raise critical issues in ways that insiders could not. They also provided the faculty with practical advice on how to move ahead in specific academic areas.

Both generalists and specialists were invited to serve as consultants. The generalists had the difficult task of addressing the origins, nature, development, and validity of feminist scholarship. The specialists worked with interested and/or influential faculty members in particular disciplines. Both kinds of consultants were selected on the basis of their expertise, effectiveness as speakers, empathy with faculty members bound by traditional values and perspectives, experience with classroom teaching, and familiarity with our type of student population--in addition to considerations of availability and cost. Their visits were carefully orchestrated so that they could interact with targeted groups and individuals in a comfortable, nonthreatening, and productive way. The visits were so successful that we planned similar consultancies for the following academic year.

Faculty Research Projects

To encourage research that would not only broaden awareness but also address the curriculum, two types of faculty stipends were made available: (a) five small stipends of $100 each were granted to faculty members to explore several works of feminist scholarship within their own discipline, and (b) five larger stipends of $500 each were granted for longer projects that would result in substantial course revision or the creation of a new course.

Stipend recipients were asked to prepare brief reports at the completion of their projects, to describe how they would use the material they had studied in their own classrooms. They were also asked to share what they had learned with the campus as a whole or with interested groups and individuals. Thus, through stipends totaling only $3,000, ten faculty members became involved in the vital but previously ignored arena of women's studies. Faculty members in all departments were made aware of their interest and commitment. Two new courses were added to the curriculum--one on women in American history, and one on women, work, and economics. Three other required or high-demand courses were revised substantially to include more material by and about women--one course in anthropology, one in education, and one in linguistics.

Although the matching funds given by the Leadership for Educational Equity Project were not great, they provided the impetus for endeavors of lasting importance to UMF. Awareness about and respect for feminist scholarship have greatly increased on campus, and changes, although incremental, are being made in all areas of the curriculum.

Chapter 5
The Responses of Students and Colleagues: Five Faculty Members' Experiences

Introduction

This chapter presents the experiences and viewpoints of five faculty members for whom feminist scholarship and perspectives are an integral part of their teaching. The four essays focus on students' and colleagues' responses and delineate some of the difficulties, as well as the rewards, of such work.

Through the Eye of the Storm: Feminism in the Classroom

By Christina L. Baker

Moving toward a feminist classroom--one that recognizes the manner in which women have been treated in our patriarchal society, and examines the values of women as distinct from men--has been a gradual process for me. Even after I knew that change was necessary, I was reluctant to take the plunge. I was both comfortable and academically respectable so long as I remained "objective"--allowing discussion, often heated between males and females, but remaining neutral, above the fray, lest I be accused of bias. Besides, I rationalized, I liked men; I understood where their bruised egos were coming from. It was important to keep their goodwill.

Nonetheless, last year I took a step forward and asked students to examine literature texts for sex bias. I also began to emphasize inclusive language in speech and writing classes. Often my efforts were met with a chilly response. Some students objected to inclusive language. Even women were prone to say that using the masculine pronoun to include males and females or using the term "mankind" to represent both sexes did not bother them. Furthermore, some felt it unfair to ask of ancient texts questions about sex bias since times were different then.

I knew that I had to go further in order to bring feminism

Christina L. Baker is Associate Professor of English at the Bangor Community College of the University of Maine at Orono, Bangor, Maine.

into the classroom in any meaningful way. This year I tried for gender-balance, not only in the choice of curricula but also in the functioning of the class itself.

The course I chose, entitled "Critical Appreciation of Literature," is an introductory literature course that attempts to give students a working knowledge of various forms of literature and also aims to inspire students to further study. With the adoption of a feminist perspective, however, I sought another goal: to change minds.

I began the course with the usual male-oriented anthology, but in the poetry unit focused on a book of women's poetry, The World Split Open,[1] edited by Louise Bernikow. We ended the semester with Alice Walker's The Color Purple.[2]

The class was composed of 12 men and 8 women. A number of them were in their early thirties, but most were of traditional college age. In the opening weeks of the course, the students worked smoothly together. Goodwill flourished; harmony prevailed.

But with the study of the first piece of literature written by a woman, the harmony broke down. The piece was a short story, "The Revolt of Mother," by Mary E. Wilkins Freeman. Written around 1890, the story centers on Mother's accidental discovery that Father is building a new barn on the very spot on which 40 years earlier he had promised to build a family home. For 40 years, Mother has been a dutiful and uncomplaining wife, doing her best in the cramped and mean quarters that have been her home. But the realization that now the animals are to have finer living quarters than she--and that her daughter's impending marriage will have to take place in such a hovel--prompts her "revolt." While Father is away purchasing new horses, Mother moves out of the old house. Despite criticism from the local minister, she holds firm. When Father returns, he meekly if shakenly accepts the change, saying, "Why, Mother, I hadn't no idea you was so set on't as all this comes to"--this after his steadfast refusal for months to discuss the matter with his wife, saying only, "I ain't got nothing to say."

The men in class were upset that Father should give in so easily. One felt that Father had every right to make so major a decision on his own. Others agreed. The women protested. It was a turning point in the class. We took three days to finish the discussion of "Revolt of Mother." Polarization had occurred. There was anger on both sides.

The next few classes were calm, but the current of anger ran just below the surface. Symbolism had become a highly charged issue. Any mention of sexuality had become taboo.

I knew there was tension in the air, but was little aware of undercurrents at work outside the classroom. One day a male student suggested that if I would stop persecuting the men, they would like me a lot better. Another reasoned that I must not take "these stands" at home: Surely my husband would not put up with it. I assured them that he, in fact, supported such ideas. Disbelief prevailed. Finally, one student--a male--warned that some people were pretty upset, and that things were "coming to a head." I waited.

Meanwhile, we began our study of The World Split Open: Four Centuries of Women Poets in England and America. The title of the collection is taken from a poem by Muriel Rukeyser, in which the speaker asks

> What would happen if one woman told
> the truth about her life?
> The world would split open.

The volume contains poems that are not often printed. In a patriarchal culture, Bernikow says, women have traditionally received male approval only if they wrote on two subjects: love and religion. Why? Because both expressed adoration, longing, and dependence in relation to a male figure. Thus Elizabeth Barrett Browning is remembered for her homage to the male, "How do I love thee? Let me count the ways," while her powerful poem protesting the lack of child labor laws in England, "The Cry of the Children," has been virtually ignored.

Writing about subjects that contradict and threaten male reality--such subjects as anger, rage, sex, homosexual love, and political consciousness--has always meant deep trouble for women poets. It is to these subjects that Bernikow's volume gives voice. Illustrative of a newly awakened consciousness is a poem by Charlotte Perkins Gilman:

> She walketh veiled and sleeping,
> For she knoweth not her power;
> She obeyeth but the pleading
> Of her heart, and the high leading
> Of her soul, unto this hour.

Slow advancing, halting, creeping,
Comes the Woman to the hour! --
She walketh, veiled and sleeping,
For she knoweth not her power.[3]

Black poet Gertrude "Ma" Rainey puts it a bit differently, but the message is unmistakable:

My daddy come home this morning
Drunk as he could be
My daddy come home this morning
Drunk as he could be
I knowed by that, he's
Done gone bad on me
He used to stay out late, now
He don't come home at all
He used to stay out late, now
He don't come home at all
(No kidding, either.)
I know there's another mule
Been kicking in my stall

If you don't like my ocean
Don't fish in my sea
Don't like my ocean
Don't fish in my sea
Stay out of my valley
And let my mountain be[4]

The well-known poet Edna St. Vincent Millay speaks in no uncertain terms:

Oh, oh, you will be sorry for that word!
Give back my book and take my kiss instead.
Was it my enemy or my friend I heard
"What a big book for such a little head!"
Come, I will show you now my newest hat,
And you may watch me purse my mouth and spring!
Oh, I shall love you still, and all of that
I never again shall love you still, and all of that.
I never again shall tell you what I think.
I shall be sweet and crafty, soft and sly;
You will not catch me reaching any more:
I shall be called a wife to pattern by;
And some day when you knock and push the door,
Some sane day, not too bright and not too stormy,
I shall be gone, and you may whistle for me.[5]

Hearing such "truth" spoken by these women poets about their lives--subjects of powerlessness, abuse, and defiance in the face of disparagement--caused the class to "split open." In utter frustration, one male student challenged the class: "If women don't want to be dominated, then why do they get married?"

The women seethed in silence. Polarization was fierce. If the semester could be seen as a drama in three acts, Act II was fast building to a climax.

When students brought in their critical essays on some aspect of The World Split Open, two students decided to read theirs to the class. First, Michael read his paper, entitled "Cost versus Benefits: Is Women's Poetry Really Worth It?" The following excerpt appears to be a satire; it isn't.

> The white male is a self-made superior human being, who is the center of attention. He has made himself strong and powerful. Those beneath him who seek to take his place use petty ways to irritate him. It is easy to stereotype the white male because he has made all the money and obtained the highest positions of power. Therefore he is envied by all who are not so capable . . .
>
> Women's poetry is behind the power curve. Women want to jump in with both feet and not get wet . . . Women are trying to compete in a man's game, and the rules are just too tough to follow. So they do what any inferior being would do: complain that the game is unfair . . . Louise Bernikow has chosen all sorts of ways around the truth.
>
> The truth is competition of the fittest, and the white males are the fittest. Until women decide to compete on man's basis . . . they must bear the burden of high cost and little benefits.

After Michael read his paper, the class was stunned. Some of the men nodded agreement. One student asked if Michael really believed what he had written. He said he did. The moment was tense. Sharon raised her hand and asked if she could read her paper. She had contrasted two poems, one by Aphra Behn, the other by Sir John Suckling, both on the subject of "love 'em and leave 'em." The following excerpt reflects Sharon's perspective.

> A contrast of these two poems written by opposite sexes reveals the male speaker's belief that it is all right for men to use women and drop them as convenient. After all, he argues, in this society such practice is perfectly permissible. The women are supposed to be submissive--neither to mind nor to complain--since they are the weaker sex. But the women have a different opinion. The female speaker says that women have feelings and minds of their own; they do mind being used and dropped. . . .
>
> Women poets wrote their feelings and thoughts even though they knew the consequences would be ridicule of themselves and rejection of their poetry. . . . I admire the courage of female poets to write about subjects that would cause male disapproval. After all, women are equals in this world and should be treated as equals, not as the lesser and weaker sex. It is time for the male to realize that he is no longer going to be the dominant, all-powerful one that he thinks he is. Yet until he starts to realize this truth, and until more women start to speak out, we women will remain prisoners in ourselves.

In the discussion that followed, the strongest spokeswoman in the class was mercilessly put down by a former Green Beret who said he failed to see why we should take "neurotic women poets" seriously. Furthermore, he did not consider all the females in the class to be women. Another male tried to justify a recent wife-killing because the woman had reportedly been "fooling around." The temperature rose. I asked class members to write reaction papers to the poetry discussion.

The reactions came in. Several men felt that too much time was given to women authors; the women students were enraged at the disparagement of women writers by the men in class. One male student, however, wrote an ominous postscript to his reaction: "I think you should know that a member of the class has been circulating a petition asking for signatures of class members protesting the content of the course."

Suddenly, a phone call I had received the previous week asking me to come in for an appointment with the department chairperson made sense. About this time, another student came by my office to say that the petition had been circulating for two to three weeks in an ongoing attempt to gather names. The word was out. Other students, male as well as female, began to drop by my office. Each said that he or she had not signed the petition, but that any number of students might have: The pressure to sign was fairly strong.

I spent sleepless nights going over everything I could remember saying in class. I relived any interchanges I had had with the student circulating the petition. A bright student, he had failed the previous exam because he was so angry at the question he refused to answer it. I had twice asked him to come in for an appointment. He had not responded.

My paranoia surfaced. Perhaps the student did not merely want me to change the content of the course; rather, he might actually want me out of the classroom. Had he known that I was right in the midst of the tenure process? I consulted my chairperson, and with her encouragement I called the student in. We began to talk. He voiced his apprehensions about the course content; I explained my reasons for the content. Embarrassed, he felt that he should drop the course; I urged him not to.

In class, I took a stand. The offended men, their dominance threatened, had delivered too many insults, I said. The women had sat in silent rage, saying nothing. Male intimidation had worked in the classroom, just as it did in life. Women had stifled their voices and their truth out of fear at the loss of male approval, and lack of confidence, in the classroom just as they did in life. The storm had hit, and we were all barely hanging on to pieces of wreckage. But we were going to survive, and we were going to make it to shore.

One by one, individual students came around to offer support. They offered to testify on my behalf. And to my amazement, my silent women--every one of them--went en masse to the department chairperson to testify about the value of the class. They had empowered themselves. With the chairperson they discussed their difficulty in speaking out in the classroom and made a commitment to themselves that they would stand firm. They understood that I had been out there alone, and now they offered their support.

The rest of the class is history--a heartwarming tale, in fact. We feasted on The Color Purple, and even discussed homophobia without anyone getting visibly upset. We discussed every kind of oppression depicted in Walker's story. And through the depth of her understanding and the influence of her spirit, and a grace that allows growth for both female and male, our class was healed. Indeed, the remaining classes were a celebration of sorts.

I asked the students to attempt to give verse to their thoughts about the class at the semester's end. The student who had circulated the petition did remain in class. He was behind in his work; I agreed to accept it late. He, genuinely amazed at his second chance, asked why. I told him because he was worth it.

The young man who earlier had tried to defend a wife-murder wrote:

> I feel that in some small way I've grown a little; I've been given a tool that I will be able to apply all my life. It took awhile for me to see some light, but I made it. I want you to have the satisfaction of knowing that. You're a tough old hard-liner, but if that's what it takes to get it to sink in, then that's the way it's got to be.

And so the semester ended. I asked for a semester off from teaching the literature course. I needed the time to recover, time to reflect. But next semester will come, and I'll be ready. I know that probably again there will be a storm, and that being in its eye won't be comfortable. But I will also know that the class will come through--and that afterward we will see a new horizon, one that recognizes and includes the values and accomplishments of women along with those of men.

Notes:

1. Louise Bernikow, ed., The World Split Open (New York: Vintage Books, 1974).
2. Alice Walker, The Color Purple (New York: Washington Square Press, 1983).
3. Bernikow, The World Split Open, 224.
4. Bernikow, The World Split Open, 274.
5. Bernikow, The World Split Open, 287.

Feminism in the Classroom: Through the Eye of the Storm

By Jerome Nadelhaft

Let me say first that I will talk about "feminism in my classrooms," but not about a "storm," because as you will see, my experiences are totally different from Christina Baker's. I teach history classes. Mostly I want to focus on the basic American history survey course.

I have decided to deal with the topic by posing a series of questions.

First, is there "feminism" in my classes? Yes, I teach about women not only as members of American society but as a group with separate values and shared experiences that go beyond the biological, and that many women recognize.

In my classes we discuss also the fact that men too have recognized women's separate values and shared experiences and, as a consequence, have deliberately imprisoned women in their "proper" sphere.

Second, how do I teach this material? Material about and by women is scattered throughout the course. Most lectures examine the attitudes of both women and men toward particular events or their participation in particular activities. So without devoting each period to women or to a woman's concern, I find it possible--in fact, necessary--to deal with women.

For example, recently, in one of my courses, we were

Jerome Nadelhaft is Professor of History at the University of Maine at Orono, Orono, Maine.

concerned with the 18th-century migration of Europeans to America, a supposed "land of opportunity." You could probably predict the terms of the discussion. Usually the subject is dealt with in history books by authors who talk about "people," and the students use that information without recognizing that "people" usually connotes "men." Obviously, I had to get the class to consider the impact of emigration on women, which is different from that on men. Pregnant women died at a frightening rate on the voyages; almost all women suffered psychologically from being forced, through decisions most likely not theirs, to leave the neighborhoods of their childhood, their parents, their relatives, their friends--in short, their all-important support groups. Much the same story can be told for women in all subsequent migrations. That kind of treatment of course material is simply and naturally worked in.

One more example, which illustrates the conflict in values, not just in experience: In the American history survey course, I discuss the fact that in the late 19th century many charitable groups were established to help the poor.

Some of these groups were dominated by men and some by women. The charitable groups controlled by men helped what they considered the "worthy" poor, whereas those led by women were much more likely to be concerned with suffering and simply with helping--without worrying about a "means" test or rooting out the slackers and loafers. That kind of topic leads to interesting, and sometimes explosive, discussions.

In addition, I give numerous lectures specifically dealing with women, their lives (largely as wives and mothers), their treatment by men, and their responses. Because I have recently spent a great deal of time researching wife abuse in the 19th century, I have made substantial use of that material, introducing it as a jumping-off point for examining the kinds of attitudes, on the part of both men and women, that led to beatings and murder, woman's inferior status, woman's internalization of male ideas, and so on. All of those ideas and much of the information are pertinent to discussions of racism and slavery.

You have, then, an idea of the kind of material I use. Some of the students, but not many, have used course evaluations to object. One student complained: "Wife beating was constantly brought up, and I did not care for it." "I objected to Professor Nadelhaft's lecture on slavery and woman abuse, _very strongly_," wrote another student--who, by the way, in response to a question asking whether students had developed any intellectual discipline in the course, added, "I haven't been disciplined since I was beat within an inch of my life at age 12." Another student wrote that there should be "less on women, more on _history_, political happenings, etc. . . . This course took too much time on women and not enough on expansion."

What about class dynamics? Do students seem to be having painful reactions to the material about women's experiences? Is there conflict between me and the class? Do I suffer from the emotional wear and tear?

Mostly my answers are different from Christina's. The reasons are numerous, and I think point to the difficulties of too much generalizing on the subject.

Class size: The American history survey is a class of 150 students. Interaction is pretty much confined to the one-day-a-week discussion sections that are led by me and some graduate teaching assistants. We try to have all the sections doing the same thing, which limits to some extent how conflict laden the discussions can be. That means, too, that there are really only 12 hours for emotional interchange. The chances of my finding out that a student was beaten at age 12 are very slim. It is possible that I could handle the explosions and that I have the intellectual material covering the span of years and different disciplines that one needs to deal with students' hostile reactions. It is less likely that beginning graduate teaching assistants do, however conscientious they may be.

Within the context and limitations of class size and structure, there is a considerable degree of pain and suffering, for the most part stemming from students' reactions to my lectures. The pain is the pain students feel from learning unpleasant information. This encompasses more than women's history, however; it involves exploitation of all peoples. A number of students reacted negatively about that on the course evaluation. Said one:

> I felt the lectures dealt too much in the negative and not enough in the positive. Didn't anything good happen in America between 1600 and 1877?

Said another:

> This course is too concerned with exploitation of women, Indians, and slaves. Although [that is] important, I feel that the other aspects of history are far more important overall. All I find when I think of this course is suffering, which is a rather bleak outlook of history.

The pain the students feel is natural, and I sympathize with them. I do not pull any punches in my lectures. Most of the time, I do not deal with subtleties. I don't bother too much with the psychological punishment of slaves that some masters inflicted when forcing the slaves to sit down and eat at finely set tables with their white masters. I deal rather with castration, with rape, with small indents made in the ground so that pregnant women could be whipped more comfortably. I teach also about women's loss of property when their husbands died, or loss of their children when they got divorced. Students are overwhelmed by the nature of the material and by the quantity of it. But my students and I are not usually in intense conflict with each other over the material. For years, hearing about the classes of two of my feminist women colleagues, I have been torn by ambivalent feelings: envious, terrified, sometimes thinking that such classroom dynamics would be good in my courses and sometimes thinking they would not.

There are some exceptions to the emotional calm. The closer the material is to their own times, the more likely the students are to offer "opinions." For older students in Maine, the subjects of unions, social security, etc., will frequently send them off like rockets. So will American foreign policy. And I stimulate the same kind of response by forcing students into 19th-century roles. For example, here is an answer to a final exam. (The question was: You are asked to think of yourself as first a male Southerner, next a white female from any place in America, next a slave, and finally a politician. Choose any three of the above types and write an essay that considers whether in each case you would prefer to be an adult in 1850 or 1750. Your answer can be different for each one. Be sure to explain your reasons, making use of articles in your textbook when appropriate.) And the answer of one student:

> As a male Southerner I would prefer to be alive in 1750. In 1750 a man had a much tighter reign [sic] on his wife and slave. You did not have this woman's movement to deal with. You could treat your slaves as you wanted to . . .
>
> Back in the good old days of 1750 your wife did as you wanted. If you wanted to make love, fine. If you wanted to beat her, that was fine too. Nobody paid attention because your home was your castle. Now you have these women having conventions with henpecked men. The women have no right talking because God commanded them to be silent. Woman's place is in the home having kids, not going around shouting that they are mistreated and unfairly prejudiced. Women cannot even learn and have kids at the same time.
>
> Back in the good old days of 1750 you could shoot your slave if it pleased you without the Northerners crying for the end of slavery. Those stupid Northerners are always pissing and whining now. They are saying that God would not approve of keeping the blacks . . . I feel that since I bought them I can do anything I want to with them. . . .
>
> As a white female [I feel that] it is a little better in 1850. In 1750 the men controlled us. If we stepped out of line the husbands would just beat us until we were back in line. At last now, in 1850, we have the

> start of something that could turn out great: the women's rights movement. In 1848 there was a convention that really started bringing us women together: the Seneca Falls Convention. The only real improvement in life over the last hundred years has been this movement. At least now there is a chance that we women will be given a few rights as human beings. Maybe we can someday become a lawyer or a doctor and get away from the house for a change. Maybe we can own our own land after we are married. Maybe we could even vote. . . .

Had that student reaction been expressed orally, in class, instead of on a final exam, it probably would have led to an explosive class session. But why aren't there more explosions and more conflicts of the kind Christina described without the use of artificial scenarios? I think for a number of reasons:

1. Class size, again, is one reason. But the atmosphere might be the same regardless of size, in part, because of:
2. My maleness. It is unfortunate--unfair--that I can say things about women's history and exploitation that a woman cannot say with the same effect. The male students tend to think that if I, a man, however strange I am, say that such terrible things happened to women, then they must have happened. They seem to think and behave as though a woman who said the same things would have something at stake, a point to prove, and her opinion about women's experiences would therefore be suspect.
3. The discipline may also be responsible, in part, for the relative lack of heated controversy between me and the class. History as a discipline is different in student minds from literature, or even, I venture to say, from

psychology, philosophy, sociology, and so on. Students come to us with ideas about literature and history that result in different kinds of classes, and that require us to concentrate on different teaching problems. That is, students think: History is fact; it is what happened. To study history in college is to read factual books (with footnotes) or to listen to factual lectures, to take notes, even to tape. To study literature is simply to read novels, etc., and novels, not being facts, are subject to all kinds of interpretations--mine, the teacher's, the kid's in the next seat. And these students, our students, have grown up with a notion of the "sovereign equality of all interpretations," a notion that my opinion about a book, a movie, is as good as yours. So, if a literature teacher used a novel about women in a course, an immature student would be likely to consider it interesting material, but not real, perhaps a story about some characters from whom one wouldn't draw generalizations. If I built a history lecture around the same novel, using it for illustration, the same student might regard it as factual and accept it. In a history class, students are less likely than in a literature class to argue and debate about their experiences and values and others' experiences and values. Literature students review books and quarrel with points of view, characters, and assumptions more readily than history students do. "The authors know so much, I could never dispute them," is a typical remark from students in an introductory history class. One job of a literature teacher, then, is to get the students to give up the notion that one interpretation is as good as another, and one job of mine is to get them to see the possibility that the interpretations offered by textbooks and teachers may be wrong.

4. My attitude. Obviously, since I am not convinced that that kind of interaction is the best way to study history (which may be a rationalization for knowing I couldn't handle the conflict), I don't do more to encourage it.

Controversy: My conflict, often heated and angry, is not over getting students to see the validity of my approach, or getting them to accept the text. It is almost entirely over getting them to reject me or the text, and sometimes to do that by working into their history courses what they do in their literature courses--their own experiences. The conflict is to get them to be more critical. I frequently leave class extremely depressed and not looking forward to the prospect of returning, in part because we are at odds over how much authority they should be granting me. If they accept my word, they will also accept someone else's word. And I am in despair because of how long it takes to get students to see the assumptions behind questions--for example, "What factors determine whether an 18th-century European emigrant will succeed?"

Goals--what I hope will happen by the end of the class:

1. That the ongoing conflict between us will have been resolved, with the students having learned that facts, like stories, need to be interpreted and that they must question assumptions.
2. That with regard to women, male and female students will have learned about their unique experiences, and will have learned to ask questions of history books and teachers about "people." Are women included? And here, for a closing remark, I cannot resist a mid-19th-century quotation from Thomas Wentworth Higginson:

> We forget to speak of her [woman] as an individual being, only as a thing. A political writer cooly says, that in Massachusetts, "except criminals and paupers, there is no class of persons who do not exercise the elective franchise." Women are not even a "class of persons." And yet, most readers would not notice this extraordinary omission. I talked the other day with a young radical preacher about his new religious organization. "Who votes under it?" said I. "Oh," (he said, triumphantly,) "we go for progress and liberty; anybody and everybody votes." "What!" said I, "women?" "No," said he, rather startled; "I did not think of them when I spoke." Thus quietly do we all talk of "anybody and everybody," and omit half of the human race. Indeed, I read in the newspaper, this morning, of some great festivity, that "all the world and his wife" would be there! Women are not a part of the world, but only its "wife."[1]

3. That they will be better people. And I think from their evaluations and comments about changing their lives, that

they are. But I am a little skeptical, because the change has come too quickly. I hope that my course will help them begin to be better people. But I save myself from too much anxiety by never forgetting that my course is to be followed by 20 to 30 to 40 others. I do not have to do it all. If I do my job right, however, it will be easier in your classes, and vice versa.

Notes

1. Thomas Wentworth Higginson, speech to Committee of the Massachusetts Constitutional Convention, 1853, in Elizabeth C. Stanton et al., eds., History of Woman Suffrage 6 vols. (vol. I, New York: Fowler & Welles, 1881), 250-51.

Predictable Storm in the Feminist Classroom

By Ruth Nadelhaft

After some ten years of teaching women's material from a feminist perspective, I am fairly certain that I must assume a stormy and even tumultuous classroom for part of the semester. In fact, though this may be an extended rationalization for the kind of teaching I have chosen to do, I would suggest that there cannot be real acceptance and resolution concerning feminist material without a period of powerful resistance on the part of both men and women students. From my perspective, this material is so unsettling and so suggestive about changes in the lives of students outside the classroom that resistance is not only predictable but indeed the only sane response.

Still, this theoretical awareness does not protect me from feeling pain and defensive anger when, every semester, my students reject me and the material I have chosen to teach. Last semester, in a course entitled "Literature and the Exploration of Human Values," an elective course taken by first- and second-year students, the experience was as intense and tumultuous as ever. The reading list for the course included eight texts: The Iliad,[1] Ten Plays by Euripides,[2] Uncle Tom's Cabin,[3] The Color Purple,[4] The Sunflower,[5] The Chosen,[6] Dawn,[7] and Letter to a Child Never Born.[8] In my head, these texts formed a coherent sequence, building toward a final resolution and synthesis. Along the way,

---

Ruth Nadelhaft is Professor of English at the Bangor Community College of the University of Maine at Orono, Bangor, Maine.

however, with plays by Euripides inserted at regular intervals, I positively invited the anger and resistance that the texts evoked from the students. From Uncle Tom's Cabin we discovered collectively that there was a powerful difference between the male and female ethics and values concerning slavery. Along with a searing analysis of the distinctions between slavery and freedom, for which as northerners the students were more than prepared, Uncle Tom's Cabin presents a clear and provocative statement of women's sympathy and women's appetite for freedom within a patriarchal slave culture. From Uncle Tom's Cabin we moved to Euripides' play Alcestis, which makes a convincing case for the terrible limits to women's altruism; we had no sooner lived through the difficulty of that play than I moved the class on to Alice Walker's The Color Purple.

Every week I have my students write reaction papers that I respond to, in writing, for the next time we meet. The reaction papers as we moved on to The Color Purple were uniformly furious. Every student in the class was angry, and they were all angry at me. Since they were angry for so many reasons, I finally was able to reconvince myself that I must be doing something right. My immediate reaction, however, was fury and deeply hurt feelings, quite in spite of my understanding that their anger was correct, and quite in spite of my intelligent anticipation of such anger on their parts. It took me three days to simmer down enough to go back to class and tell them that, in fact, I had received 17 reaction papers and would like their permission to type up some representative examples to discuss with them. My students laughed delightedly when I told them how angry they all were and particularly when I told them I had needed three days just to get myself back into the room with them.

Much of the anger that my students felt came from their sense that they were being forced to understand and to empathize with the position of slaves, the abused, and those without power: specifically women. One woman student, whom I know well because she is also my advisee, wrote what for her amounted to a tirade, since she is a mild and exceedingly temperate student:

> Are we being especially unkind to the men in our texts? So many of them have been total write-offs--Admetus, Celie's stepfather, right on back to Paris and Meneleus--that I'm beginning to feel that we're getting a bias against men in general. Actually, I like men a lot and think they have some quite admirable qualities. Perhaps women regard them as "the other" too. They are just as much products of the prevailing culture as women, and have been taught what's manly by word and example.
>
> These are very disjointed thoughts, I know, but [they] express my growing concern about our treatment of men in these stories. Perhaps I mean lack of treatment, though. We seem to discuss the plight of women more.

Another student, a Vietnam veteran, was fed up with my insistence that the students perceive the nature of abuse and the responsibilities for it. He wrote, in part:

> . . . to me the sex of the abuser or the abused is not as critical an issue as is the fact that abuse is a negative type of behavior that we have the intellectual capacity to eliminate. So let's get on with it. Is spending time blaming men really changing any values? Psychologically, blaming and character assassination are means by which one can build up their [sic] own sense of potency at the expense of another.

> To me, if there is any blame to be cast in an abusive situation, the responsible person is the abused. That person has remained in the relationship with the abuser and allowed him or her to continue. I think ignorance of the fact that one has a choice of either staying or leaving, in every relationship, is often a pretty lame excuse for not facing reality. The basic premise that in this country no person owns another has been around since the abolition of slavery!
>
> I'm feeling the onesidedness of the point of view expressed, probably because I fit the physical description of those who have traditionally been the dominators. It is an uncomfortable feeling. It seems to me that if the power balance between the sexes were reversed, the end result would be roughly the same. The values of one group would be emulated and those of the other group repressed.

Another student, typical of many, wrote simply:

> The Color Purple made me outraged. This is the most difficult reaction paper I've ever had to write. Celie was a difficult person for me to understand. How could she stay? She knew she'd be beaten and abused. The violence was difficult for me to deal with; I can't understand how a man can treat anyone like that.

Students were enraged at my insistence upon reading these texts in the first place. Then, while they were pleased to know that my ideas and feelings were engaged in the material and in their understanding of it, they were further enraged by my insistence that these relationships exist in their towns and in their lives. The discussions were intense, prolonged, and personal. With frightening regularity, one or more students fled from the room in tears during discussions; one student asked to continue the course apart from the class, which had simply become too much for her, too close, literally, to home. I met with her almost every day for the last two weeks of the semester. Occasionally, close to tears myself, I apologized to a distraught student on his or her return, each time to be waved off and assured it was worth it and we should press on.

In the end, to the surprise of everyone except me, we achieved reconciliation and integration. The texts did their work of bringing us to value systems of personal responsibility and individual integrity. The students thought and felt their way into identification with the individual at the hands of the system, and worked their sympathies into empowerment through understanding and unflinching gazes at powerful portraits of suffering, learning men and women. As one choice, for the final examination, many students chose to write an essay in response to a particularly acute question; in this question, I returned to the most problematic moment of the course, Euripides' great play, Alcestis.

The play focuses on the attempt, on the part of Alcestis' husband, Admetus, to find someone willing to die in his place. Neither of his parents will take on this burden, nor will anyone else close to him; only his adoring and altruistic wife, Alcestis, agrees to die in his stead. After harrowing farewells to their children, Alcestis goes off to the underworld, only to be rescued, in the end, by Heracles. At the conclusion of the play, Alcestis, veiled, is brought back from the underworld; for a long period of time, while events are resolved, she stands veiled and silent. When Admetus leads her back into their home, she is still silent, never having spoken again since her return.

My question to my students was: Knowing what you know now about Euripides' value system, having seen in Alcestis and in other plays what can be the consequences of altruism, write a speech for Alcestis that you believe she would have spoken, had she chosen to speak.

The results were spectacular. The 48-year-old woman who had written so tenderly about the lack of attention to men wrote as follows:

> Admetus, I am alive. I cannot believe it! But where is your joy? When I was dying, you wept and begged me not to go from you. Where are your tears and kisses now? I died that you might live. This was expected of me, a woman and your wife. Truly, I thought you would stop me. You would not arm me and send me into battle in your place. No, that would not be honorable, would it?
>
> I see my presence embarrasses you. The fact that I am again alive takes away the compassion of others and reminds them of your deed. You fear the children will despise you and that you will have lost honor among your friends. You know, you never thanked me for dying that you might look upon the light. You only made my pain more acute by your tears and cries of grief.
>
> Oh, why must the gods interfere? Our marriage was happy and honorable. Now it cannot be so any longer. The thing that was set forth has not been accomplished and the gods have found a way to accomplish the unexpected.
>
> I live and, Admetus, it is you who have died.

I felt, as I read that final exam for the first time, that this was an extraordinary answer with a ring of absolute authenticity. It even incorporates one of the tag lines often to be found in the final chorus of a Euripides tragedy: The thing that was set forth has not been accomplished and the gods have found a way to accomplish the unexpected. The student has become the character, internalized the values of the playwright, and can now speak in the voice of Alcestis with personal authority. The

Vietnam veteran, so angry at those who suffer at the hands of others, had come by the end of the semester to identify with Euripides as a protestor and critic of his culture. He wrote:

> I think for one to write a final speech for Alcestis, it is important to remember the values that were in place in the audience that Alcestis played to. The audience was not feminist; they shared views similar to those of Admetus. One must also keep in mind the satirical style of Euripides and consider his motives for writing the body of the play. It would seem to me that one of his motives was to expose the shallowness and lack of personal humanity in Admetus, and by implication the whole masculine-dominated aristocracy of that culture. I think he also intended to suggest to the audience that the tragedy in Alcetis was actually a result of societal conventions and thus could have been avoided.
>
> Given all that I have previously mentioned, it doesn't seem likely that Alcestis would deliver a fiery speech on women's rights or an appeal for added sympathy for her plight. I think she would attempt to expose further the self-serving, inhumane attitudes of the aristocracy that her husband represents in this play.
>
> Alcestis: Alas! Would that the gods allow a husband to know the same meaning of love and loyalty as that known to a wife. Then you could be sure, my husband, that I do not go below to a fate happier than that which you are left with. Your grief and trouble will be softened with time. I have lain [sic] down my youth, my children, and all that is dear to me so that you may live. Such is the lot of a woman in service to her husband.

The student who had found The Color Purple unbearable to read, and who is herself deeply socialized in altruistic behavior, was another who chose to write a final speech for Alcestis.

> Alcestis and Admetus enter house. Alcestis: (unveils herself) I have returned from death. Heracles has saved me; this is something you didn't do. Heracles wrestled me from the grips of death, thus allowing me to see the sun again.

> I have sacrificed my life for you once, but I shall not do it again. The next time the spirit of death comes, you must go yourself. I shall not die leaving my children motherless again.
>
> Alcestis leaves Admetus to find her children.

Finally, I must include a student answer that is not parallel to an excerpt from an angry reaction paper, though the student was angry at that time. Her response to the final exam question had a particular rhetorical power that she had developed in the course of the semester while developing a sense of her own power in her life, fighting to gain custody of a beloved foster child. A recovering alcoholic, she had tried four times to return to higher education. This time, she completed a semester.

> You who declare love and sorrow for a faithful wife, a wife and mother that you sent to Hades in place of yourself. You who live in the light but still cannot see, so blind to others.
>
> A man can condemn his parents for the same selfishness and cowardice he, too, carries. A man could allow our children the deep sorrow of losing their mother. A man, after vowing faithfulness, stands with hand outstretched to take another woman into my house.
>
> Yes, I am another woman. I was robbed of my light and taken down to the darkness of Hades. I shall remain veiled so as not to be subjected to the darkness around you. I think I shall never be free of that darkness until free of you.

All the answers to that question show a degree of mastery and integration which for me, as an instructor, are thoroughly satisfying and reassuring. The students have visibly taken responsibility for the material and made it their own. Their anger now contributes to the power of their seeing and of their writing.

I would maintain that this degree of resolution and integration can only be achieved through the painful process that we went through together last semester, and that I regularly go through with my students as I teach feminist material from a feminist and humanist perspective. I expect the material and my perspective on it to put my students in tension with me, with the course, and with their lives. My sense of the power of the material demands that tension. At the same time, I have confidence in the material and the process to bring us to resolution as individuals and as a class in the course of the semester. So far, this confidence has always been rewarded, and the pain has always been both necessary and worthwhile; the joy at the conclusion of the course is tempered only by our sorrow, which comes from the end of the experience we have had together.

Notes

1. Homer, The Iliad, William H. Rouse, trans. (New York: New American Library, 1954).
2. Euripides, Ten Plays of Euripides, Moses Hades and John H. McLean, trans. (New York: Bantam, 1981).
3. Harriet Beecher Stowe, Uncle Tom's Cabin (New York: Bantam Classics Series, 1981).
4. Alice Walker, The Color Purple (New York: Washington Square Press, 1983).
5. Simon Wiesenthal, The Sunflower: With a Symposium (New York: Schocken, 1977).
6. Chaim Potok, The Chosen (New York: Fawcett, 1978).
7. Elie Wiesel, Dawn (New York: Bantam, 1982).
8. Oriana Fallaci, Letter to a Child Never Born (New York: Washington Square Press, 1982).

The Development of a Women's Health Course for Integration into the University's Core Curriculum

By Raelene Shippee-Rice and Dona J. Lethbridge

Would a women's health course be accepted by the university and the students as part of the "core curriculum," not just the nursing curriculum? Our doubts and concerns were based on the political conservatism strongly evident in our state's history and on the rural nature of the state. We feared that parents of young women students might be perturbed if the course contained sexual content or liberal views. Additionally, women students themselves might avoid the course, even if they were interested in self-care and health issues, if the content had a feminist bias. We worried also that university officials might fear political and legislative reactions. Five years earlier a women's health course had been approved by the nursing faculty but not approved by the School of Health Studies, of which nursing is a part.

Much to our relief, we had little difficulty securing course approval from the School of Health Studies or from the rest of the university. The ease with which the course was approved recently was probably reflective of several changes since the attempt five years earlier. Some of these changes include the increasing recognition by others that nursing is an independent

---

Raelene Shippee-Rice, MS, RN, and Dona J. Lethbridge, MDA, RN, are faculty members of the Department of Nursing, University of New Hampshire, Durham, New Hampshire.

discipline with its own distinctive professional role, the increased acceptance of women's courses as legitimate areas of study, and the development of a cooperative effort between the women's studies program and the nursing department.

Designing and Revising the Course

The description of our course reads:

> This course will examine women's health and women's health care from historical, political, and social perspectives. It will include discussion of societal and health care constraints that hinder women from achieving their full health potential. The course will also present information on women's health care practices, including the concept of self-care, and will relate this to the development of educated consumerism of the health care system.

To carry out that design, the course was divided into four distinct areas: introduction to women's health, self-care and health behaviors, social influence on women's health, and advocacy and the educated consumer.

To date, "Women's Health (NUR 59)" has been offered for two semesters. After the first semester offering, the course content was reorganized and teaching methodologies were revised.

At the end of the first semester of teaching the course, we realized that feminist scholarship and perspectives had been interwoven implicitly throughout the course but not explicitly noted until near the end of the semester. We therefore incorporated several changes in offering the course for the second time. The concepts of feminism, advocacy, and consumerism were introduced immediately as the theoretical framework for the course. This early introduction of feminist influences on women's health issues presented the students with the opportunity to examine their own backgrounds and beliefs and to analyze them in the context of other value systems.

Because each class and topic dealt with issues that affected students, directly or indirectly, on a personal level, the students wanted, in addition to factual information, time to explore, discuss, and analyze personal experiences, attitudes, and beliefs. By presenting course content in a seminar or discussion format, we were able to meet these student needs in a more satisfactory manner than via the lecture approach with questions and answers. However, the seminar format created a time problem, making it difficult to deal with historical background, research findings, and the social and political ramifications of many of the topics covered.

In addition to identifying elements of the course that required modification, we also identified several problem areas that we had little or no control over but somehow needed to solve. These included (a) the impact of having students of various ages, different backgrounds and majors, and varying degrees of prior exposure to women's studies and (b) the personal reactions of students to material that was perceived as threatening. Our approach to working with the variables among students was to focus on building a group cohesiveness and an open atmosphere in which students could express their concerns and questions. And to help students deal with their personal reactions to course content or class discussion, we used reaction papers, which gave students the opportunity to vent their feelings without having to confront faculty or classmates directly. These strategies seemed to be successful in defusing many of the problems we experienced with the first group of students.

Outcomes and Rewards

Although we experienced frustrations with time, received negative evaluations from some students (especially the first time the course was offered), and found that working with students who are clarifying their values and beliefs requires a large amount of energy and sharing, we found it exciting, stimulating, and rewarding to teach a women's health course. As a result of teaching the course, we renewed our commitment to women's issues and publicly affirmed our commitment.

It has been rewarding to have students discover their own selves as women, question current norms, and make advocacy statements for themselves and other women. Not all students have agreed with all premises, but all have been open--at least this past semester--to asking questions. Moreover, the students have all demonstrated a willingness to listen to others even when there is a difference of opinion.

Collegial Interest and Support

The development of the women's health course gave the nursing department new opportunities to interact with faculty in the women's studies program. In the past, there has tended to be little interaction between nursing and women's studies. Nurses have felt that feminists were either too radical or not interested in nursing concerns. The feminist movement as a whole has largely ignored nursing, considering it a traditional women's role akin to housewifery. Because of this gap, the mutual concerns of nurses and feminists as women have not been addressed.

Since the development of the women's health course (and probably as a result of the maturing of the women's movement), the women's studies program and the nursing department have been more aware of each other; they do not perceive each other as having opposing concerns. Faculty members in the nursing department have expressed interest in attending some of the brown-bag lunches sponsored by the women's studies program. One faculty member asked to serve on a committee that is organizing a series of seminars on the issues of equal pay and comparable worth. There is renewed interest on the part of faculty for resubmitting a proposal for a course on feminism and nursing, which several years ago was turned down because of its controversial nature.

We believe that this interest in women's issues has been a direct result of the women's health course. The expressions of support by the chair of the nursing department and by the coordinator of the women's studies program have contributed to the awareness among nursing faculty of the need for nurses to be directly involved in issues affecting women--first on a health basis and then on a more general level. For many faculty, the interest was there before the development and presentation of the course, but the interest was dormant, whereas now it is active. We believe that the increased interest will continue, and that the supportive relationship between women faculty in the nursing department and women faculty in other areas of women's studies will continue and will provide a new mechanism for interdisciplinary sharing.

Thoughts for the Future

Although we have been successful in solving many of the problems we encountered, we have not been able to solve the problem of meeting students' demand for both a presentation of factual information and a discussion of concepts and issues, within a single course. Students need to identify their own health needs and areas in which to take action for themselves as individuals and for women as a group. The whole issue of advocacy requires that students clarify their own values and determine how those values will be acted upon. We have therefore decided to divide the present course into two courses, in order to allow time for (a) presenting the factual content needed for students to identify issues and make choices and (b) providing a seminar format for sharing and for activities related to values clarification and advocacy strategies.

The first offering will be a lower-division course that addresses the concept of self-care and the biology of women. This course will still encompass an introduction to women's health and feminist philosophy but will do so strictly at an introductory level. The issue of advocacy will continue to be a major construct of the course, but more attention will be given to self-help practices and consumerism rather than to advocacy at a social or political level.

The second offering will be an upper-division course, eligible for graduate credit. At our university a 700-level course is open to upper-division undergraduates, as well as to graduate students. The course will emphasize the current social, political, and economic factors that affect women's health. Women's health as a feminist issue will be discussed in greater depth, with more emphasis given to historically significant social, religious, and economic factors. The upper-division course will lend itself to analysis of research findings and identification of areas for future research, with the potential for students to develop research proposals in their areas of interest.

Suggestions for Interested Faculty

Teaching a women's health course as an elective was very different from teaching required courses to nursing students. Although one of us had previous experience as a teaching assistant for a women's health course at the graduate level, working with young undergraduates was an eye-opening event. We'd like to share some of the things "we wish we'd known" in the hope that our observations will prove helpful to others who are introducing a women's health course.

We believe that it is not possible to present information on women's health without also developing an understanding of the influences of the women's movement as a catalyst in promoting an awareness of health as a feminist issue, or without also developing some familiarity with feminist literature related to women's health. Almost all pertinent readings on the subject have a feminist perspective, and students should be aware of this relationship. Additionally, students have the right to know that faculty have a feminist perspective. However, it is imperative to make students aware that it is not necessary for them to agree with or "buy" the feminist philosophy, but rather to recognize they will be exposed to it and should be prepared to meet the challenge if there is a conflict between course content and previously held beliefs.

We emphasized an atmosphere of openness, one in which all students had the freedom to express their own personal points of view. We expected an attitude of mutual support and acceptance among students toward one another. By the second time we offered our course, we were able to establish this kind of supportive environment. At the end of the semester, one student said that she had fully expected to dislike the course, since she was not a feminist and held quite traditional beliefs, but that she was ending the course with much of her thinking changed and the recognition that she still needed to do more clarification. She further stated that throughout the semester she had felt encouraged to share some of her feelings, traditional or not, and had been supported in her search by other class members.

Faculty must be prepared to deal with students' emotions, particularly anger. Much of the content of a women's health course can be personally threatening to students, and the reaction may take the form of rejecting the instructor. If the anger cannot be dispelled--and it may not be, for students may not even be aware of it--it could show up in the final evaluation of the faculty! This is one of the risks of teaching a feminist-oriented course. One way to help students is by ensuring a supportive atmosphere in which students can feel free to express their feelings and disagreements. Another important way to help students deal with their feelings, whether anger or other emotions, is to require reaction papers or logs about course content. This method allows students to share their feelings, even if a student is unable to confront the class or faculty directly, or is unable to verbalize a response. Reaction papers are also useful in helping students to integrate course material into their own life situations; what may be presented in class as facts will be more pertinent if students are encouraged to view the material in terms of their own experiences.

As noted earlier, in our experience a discussion format works better than a lecture format. While students need facts as a foundation, they need to talk about the facts with one another to facilitate integrating the information into a meaningful context. To avoid overpresenting of information through a lecture format, we ask students to read pertinent material before class. This expectation, too, should be presented to students at the beginning of the course.

A woman's health course, when open to the university community, will attract students of widely varying experience. Age range may be broad. There may be a mix of students who have traditional attitudes toward women's issues and those who have previous exposure to women's studies. This mix can create a difficult situation. Faculty are forced to balance (a) the needs of students who are seeking new beliefs but who may reject them if pushed too hard and (b) the needs of students who have developed a feminist orientation and are eager to confront issues directly. One way to handle potentially conflicting needs is to confront the issues directly and to insist that students respect one another as individuals who have the right to freedom of speech. Making yourself available to students and using reaction papers and course logs are additional ways to handle such conflict. We are hoping to reduce this problem to some extent through offering two courses instead of one; we expect that different kinds of students will be attracted to each course, thus giving each group more homogeneity. One thing we found helpful was realizing that not all students who start the course will find that it fits their needs, and it may be better for such students to discontinue the course. Some students may need faculty assistance in making that decision.

We want to state that for teachers, a women's health course, like other women's studies courses, is different from "traditional" courses in that it must deal with behaviors, feelings, and values. In this course, the process of lear as important as the content. It may take a few run-throug the course to achieve the desired learning environment anc best balance between content and process. Faculty should discouraged by less-than-ideal results the first time arou The rewards of having a student say she has grown, of havi another student say she is changing her major to health education, of having another say thank you for helping her a better, more aware nurse make the initial difficulties a frustrations well worth the effort.

Chapter 6
Policies and Politics: Moving Beyond the Curriculum

For a curricular revision program to move from *re*forming the curriculum to *trans*forming the curriculum, participants must see that the reconstruction of knowledge is a political act.

(Deborah Pearlman)

Introduction

The three essays in this chapter emphasize that the objectives and activities of a project to integrate women into the curriculum are and should be related to the larger goal of achieving a transformation of the institution and of society-at-large. The first essay, by JoAnn Fritsche, discusses why and how the research of women can be used to develop support for modifying promotion and tenure and other institutional policies and practices--not just curricula--so that they will be informed by the scholarship, needs, and perspectives of both women and men. The second essay, by Deborah Pearlman, explains why a project to integrate women into the curriculum poses conceptual and methodological challenges for people in academe. Pearlman points out that "For a curricular revision program to move from reforming the curriculum to transforming the curriculum, participants must see that the reconstruction of knowledge is a political act." Finally, in her concluding essay addressing the ongoing, long-term process of moving toward transformation, Fritsche suggests the kind of dual focus on short-term realities as well as on the long-term goal, or "vision," that project coordinators and other feminist change agents should try to maintain.

Moving Beyond the Curriculum: The "Political" Value of an Integration Strategy

By JoAnn M. Fritsche

Projects to incorporate the scholarship of women into the curriculum will not develop in quality and strength unless we prepare to question also other areas of academic policy and practice which should be informed by the scholarship, values, and perspectives of women. A story which is true may help to illustrate my point.

Recently I heard that a college with a good curriculum integration project denied tenure to a junior faculty woman who had contributed significantly to the implementation of that institution's curriculum integration project. She had not published enough scholarly work, she was told. Administrators and faculty in that college truly believe that they value and support the sort of very difficult faculty development work that is essential to move toward a curriculum inclusive of the scholarship of women. Nonetheless, they did, in practice, define "scholarship" very narrowly (in terms of refereed publications)

JoAnn M. Fritsche was Director of the Leadership for Educational Equity Project. She continues to hold the position of Director of the Equal Opportunity and Women's Development Programs and is also the Director of Inter-Campus Relations for the University of Maine at Orono.

This essay by JoAnn Fritsche was first published in Toward a Balanced Curriculum, edited by Spanier, Bloom, and Boroviak. It has been reprinted in this handbook with the permission of Schenckman Publishing Co., Inc.

and failed to acknowledge as significant the junior faculty woman's work to locate and also to disseminate to faculty colleagues, as well as students, new scholarship of women.

The story seems particularly significant because the same sort of situation could occur in any of our research-oriented colleges and universities. Most of our institutions' promotion and tenure criteria define scholarly activity in fairly rigid terms. But if we and our institutions really take the scholarship of women seriously, we should recognize and reward not only the publication of new scholarship, but also recognize and reward those who are helping faculty and administrative colleagues become aware of feminist scholarship which, even if already published, may have been previously denied serious peer review.

Lee Knefelkamp has focused upon a concept which might help us reconsider and modify criteria relating to research.[1] Knefelkamp has pointed out that many colleges and universities are nongenerative rather than generative learning environments. Borrowing from D. S. Browning's Generative Man,[2] Knefelkamp pointed out that a generative academic environment should nurture the intellectual and personal development of its members--faculty and staff, as well as students. The chief characteristic of a nongenerative environment, on the other hand, is that it promotes many new creations, but fails to take care of that which it creates and fails to nurture that for which it is responsible. A nongenerative academic environment is likely to place so much emphasis upon the creation of new knowledge that it fails to value, encourage, and reward the dissemination of what has just recently been discovered or created (Knefelkamp, 1980; Browning, 1973).

If a person identifies, organizes, and disseminates for faculty colleagues, as well as students, important feminist scholarship which already exists, but which has been inaccessible to most faculty, isn't she or he contributing to the advancement of knowledge and also submitting to peer evaluation? What if that work makes a significant contribution to the advancement and dissemination of knowledge within the institution, as well as outside the institution through dissemination efforts such as this conference? Shouldn't such work be valued within the institution's reward system? Tenure and promotion are the heart of our institutional reward systems. The $1,000 and $2,000 faculty development stipends commonly offered by our curriculum integration faculty development projects are no more than tokens of institutional recognition. But if our institutions are really taking seriously the scholarship of women, our promotion and tenure criteria should be revised to reflect that fact.

At this time, some junior faculty have more knowledge of scholarship by and about women than do our senior faculty. Such junior faculty should be rewarded rather than punished for devoting attention--even in the early stages of their careers--to disseminating research by and about women through a variety of means.

Many studies have pointed out that lock-step notions of career development based upon the traditional patterns of professional men should be challenged as having the impact of excluding or otherwise discriminating against women. We in academe have tended to question academic lock-step career development notions much less than we should. If we are really taking seriously the diverse sorts of scholary contributions scholars can make, we should help our faculty and administrative colleagues move not only toward curricula inclusive of women but also toward academic and administrative policies and practices that are "generative."

Many of our institutions and programs share the problem of the college that denied tenure to that productive junior faculty woman. Most of our research-oriented colleges and universities have tenure and promotion criteria that are relatively narrow and inflexible in their definitions of what sort of scholarly productivity and what sort of dissemination to peers will "count" for tenure and promotion. That narrowness and inflexibility may prove to be a Procrustean bed not just for individual junior faculty, but also for our programs and projects that are questioning the premises of androcentric research and curricula.

Here's another true story to illustrate that point. A faculty woman at a state university said that in her area of specialization--Adult Development--most accepted theories have emerged from studies of all-male cohorts. She wants to conduct much-needed longitudinal studies on all-female cohorts and contribute to the effort to develop theories that are based upon the development of women, as well as men. I questioned how she could, within her probationary period, produce the quantity of refereed publications expected by her department of people seeking tenure if she pursued now such a research program. She responded that she could not. "I'll have to get some quick and dirty quantitative stuff published; then, I hope, I can do what really needs to be done," she replied. Fortunately, that woman's scholarly abilities are highly respected in her institution. Some other faculty and administrators who also heard her response to my question began to think seriously about the academic "double think" and double-talk that our tenure and promotion policies and criteria require.

Senior faculty and administrators tend to assert the view that strict requirements regarding the number of refereed publications required for tenure and promotion help to promote and ensure academic quality. But, actually, scholarship of high quality is also being discouraged, delayed, and in some cases, not recognized at all because those tenure and promotion criteria are too narrow and inflexible.

If tenure and promotion committees are taking scholarship by and about women seriously, they should be respectful of the fact that woman scholars, including young, nontenured faculty, are challenging--and are trying to publish their challenges to--theories, assumptions, and criteria that have long been accepted as standards in their field. We should be aware that scholars without established reputations may have much difficulty getting their challenges to accepted theories published in refereed journals.

Each of us, in the faculty or administrative position we ourselves now hold, can encourage our colleagues to question and begin to modify criteria and concepts that reinforce the sort of "Phase 1" thinking that excludes women and potentially important contributions by and about women. Policies and criteria that penalize faculty for the sort of "Phase 4" thought and work that Peggy McIntosh has challenged us to pursue[3] can weaken and, over time, destroy faculty and institutional commitment to our "integration" or "balanced curriculum" projects. Not only "Phase 4" and "Phase 5" curriculum content, but also 'Phase 4" and "Phase 5" academic and administrative policies, criteria, and practices are needed.

As we reconsider issues of academic quality in light of the research and perspectives of women, there are other areas of academic and administrative practice which should receive our attention. For example, if some departments in our institutions have no women on the faculty, we should be concerned about the quality of education that women students in those departments are being offered. A number of recent studies indicate that having women faculty role models contributes significantly to the educational and professional development of women students.[4] If we offer faculty role models of the same sex to male, but not to female students, we really are not offering female and male students an educational experience of the same quality, even if they are taking the same courses and programs.

About eight months ago I shared that point of view, and also abstracts of Seater/Ridgeway, O'Donnell/Anderson, Fox, and Redman articles with the vice president for Academic Affairs and the deans of the seven colleges of the University of Maine at Orono. I am happy to report that that approach succeeded better than traditional affirmative action arguments in encouraging the academic officers to regard the recruitment and hiring of women faculty as an issue directly related to their own responsibilities and commitments to maintain academic quality....

Research about faculty interactions with women students has also been considered seriously and applied at our University in other ways, and in other contexts. Deborah Pearlman and Mary Childers, the Associate Directors of our Project, presented as new research on women the paper entitled, "The Classroom Climate: A Chilly One for Women?" That paper cites research findings showing that women students in many colleges and universities experience the verbal and non-verbal behavior of their professors as discouraging and disrespectful of the abilities and aspirations of women students. Responding to this new research by and about women, two deans and a number of faculty at our university have requested our staff help identify and begin to eliminate behaviors that are "chilling" to the confidence and aspirations of women students. "The Classroom Climate" paper has helped at least two male administrators recognize that interactions "chilling" to professional and faculty women occur also in other professional contexts, not just in the classroom. Those two men are now speaking out to male faculty and administrative colleagues to help ensure that committee meetings and interview situations, as well as the classroom, are supportive for women.

Our Leadership in Educational Equity Project is founded upon the premise that not only the curriculum, but also other areas of academic and administrative practice and policy, should be informed by research by and about women. As we continue to promote integration of the scholarship of women into the curriculum, we will also encourage reconsideration and modification of other institutional practices that result in the exclusion of women who ought to be valued and included.

Notes

1. Lee Knefelkamp, "Faculty and Student Development in the 80's: Renewing the Community of Scholars," in Current Issues in Higher Education, No. 5 (Washington, D.C.: American Association of Higher Education, 1980), 16-17.
2. D. S. Browning, Generative Man (New York: Dell Publishing Co., 1973).
3. Peggy McIntosh, "Interactive Phases of Curricular Re-Vision," address delivered at a national conference at Wheaton College and published in Toward a Balanced Curriculum, ed. Bonnie Spanier, Alexander Bloom, and Darlene Boroviak (Cambridge, Mass.: Schenkman Publishing Co., Inc., 1984).
4. See B. B. Seater and C. L. Ridgeway, "Role Models, Significant Others, and the Importance of Male Influence on College Women," Sociological Symposium 15 (Spring 1976): 54-56; J. A. O'Donnell and D. G. Anderson, "Factors Influencing Choice of Major and Career of Capable Women," Vocational Guidance Quarterly 26 (1978): 215-21; L. H. Fox, "Sex Differences: Implications for Program Planning for the Academically Gifted," in The Gifted and the Creative: A Fifty Year Perspective, ed. J. C. Stanley et al. (Baltimore: Johns Hopkins University Press, 1977): 127-8; and Barbara J. Redman, "The Women Who Become Agricultural Economists," American Journal of Agricultural Economics 63 (December 1981): 1022.

5. Roberta M. Hall and Bernice R. Sandler, The Classroom Climate: A Chilly One for Women? (Washington, D.C.: Project on the Status of Women, Association of American Colleges, 1982).

The Challenge for Academia: Bringing Feminist Scholarship into our Universities and Colleges

By Deborah Pearlman

Feminist Scholarship and Curricular Revision

Feminist scholarship poses certain challenges for the curriculum.[1] First, feminist scholarship questions the acceptance of patriarchal values and theories as the only normal and legitimate body of knowledge composing the curriculum. In rethinking the paradigms of the disciplines, feminist scholars expose and criticize the androcentric base of the traditional liberal arts curriculum. They raise many questions about how and why certain values are upheld as universal expressions of reality. Their critique of values underlying the traditional curriculum points up how a male-oriented perspective renders women unknown and unknowable. In calling attention to the pervasiveness of patriarchal ideology, the new scholarship illustrates how women as well as men have had to "think like men" and identify with a male point of view.

Second, the new scholarship of women poses a methodological challenge for the curriculum. There is a growing awareness that much of feminist scholarship is multidisciplinary rather than unidisciplinary. By drawing upon both comparative and single-sex data, the new scholarship raises major questions about how

---

Deborah Pearlman, formerly Associate Director of the Leadership in Educational Equity Project, is, currently, Associate Director of the Women in the Curriculum and the Director of the Inclusive Curriculum Project at the University of Maine at Orono.

knowledge itself has been organized and taught.

In general, the new scholarship of women can be seen as a reaction to and a reorganization of the priorities and assumptions of the liberal arts curriculum. The current effort to introduce women's studies into the curriculum is known as curriculum integration, curriculum transformation, curriculum inclusion, mainstreaming, balancing the curriculum, seeking equity through curriculum revision, and curriculum reconstruction. But whatever the name, these programs are primarily concerned with (a) how to increase the number of students reached by women's studies courses and (b) how to provide all students with an education that reflects the experiences and values of women as well as men.[2] Many curricular revision programs are also concerned with the relationship between curricular change and institutional change. If equity is to have any meaning beyond the classroom, changes in the goals and assumptions of liberal arts courses incorporating the research findings on women must be accompanied by changes in other educational policies and practices as well. Criteria for tenure, staffing patterns, the availability or unavailability of both female and male role models, and the distribution of funding all raise issues about what constitutes an excellent and equitable education for students.

Seen in this way, feminist scholarship requires a new way of thinking about the business of education. The selection, classification, transmission, and evaluation of knowledge reflect who in society has control over what we know, how we learn, and who teaches us. To study the models and theories of a discipline in light of the new scholarship of women pushes us to go beyond a reevaluation of course content, and demands that we raise critical questions about sexism within and beyond our educational system.[3]

The willingness to examine the relationship between sexism in knowledge and sexism in society is often cited as a major difference between women's studies programs and curricular revision programs. Many women's studies programs have taken on the challenge of reconceptualizing course content to include issues of sex, race, class, and sexual preference. But some curricular revision programs have avoided those issues. These programs, unlike women's studies programs, are more likely to be organized and directed by both feminists and nonfeminists--a factor that raises specific issues for curricular revision programs.

The mixture of feminists and nonfeminists can put pressure on the staff of a curricular revision program. These leaders may feel they should be cautious in their interpretation of women's issues. In some instances, those involved with curricular revision programs avoid using the word "feminism" because the term is seen as too provocative. Curricular revision programs that hesitate to use the word "feminism" or even the phrase "women's studies scholarship" are likely to place greater emphasis on reducing educational inequities through "redefining" or "expanding" the roles of women and men without questioning how society reinforces narrow definitions of sex roles. By comparison, the best of both women's studies and curricular revision programs bring together knowledge and politics, to openly examine sexual politics and to support women's "right to speak--to name the self, the world, the meaning of our existence."[4] For a curricular revision program to move from re̲forming the curriculum to t̲r̲a̲n̲s̲forming the curriculum, participants must see that the reconstruction of knowledge is a political act. This act is as much a statement about changing the rules of society as it is about changing the rules of our classrooms.

When faculty question not only the masculinist underpinnings of the traditional liberal arts curriculum, but also the material and social structures of the larger society, the result is a shift in thinking about women that is profound and transformative. This social, personal, and professional development appears to go through several phases. Qualitative changes in one's understanding of the female experience are accompanied by a deeper and more complex understanding of the meaning of feminism.

The Evolution of a Feminist Perspective

"A feminist perspective" has been defined in various ways that express different scholarly, philosophical, and political positions. Likewise, feminist theory has many variations and in no way represents a monolithic point of view. One feminist scholar defines feminism as being conscious of female subordination and the sexual division of labor, a consciousness that finds different expression depending on a woman's race and class. Another scholar defines feminism as the achievement of women's equality, dignity, and freedom of choice, and women's attainment of the power to control their own lives and bodies. Along with women's emancipation is the creation of a more just, social, and economic order, nationally and internationally.[5]

A feminist perspective in the curriculum is committed to the idea that all knowledge reflects "relative truths."[6] A feminist faculty member acknowledges her or his perspective rather than presenting material as if it were value free. Faculty and students with a feminist perspective draw upon a body of knowledge that corrects the omissions and distortions of women in the traditional disciplines and then move on to generate new questions about women's lives. As Marcia Westkott states:

> Whether we engage in historical analysis, literary criticism, sociological investigation, or interdisciplinary studies, our relationship to our material is critical, because our purpose is to change the sexist world that we are also seeking to understand.[7]

This reconceptualization of the nature and focus of power shifts the focus from women in relation to men to women in their own right. By understanding women's experience on its own terms, a feminist perspective calls attention to women's similarities and differences, needs and interests. It develops new means for understanding women's accommodation and resistance to what has been termed the sex/gender system. A feminist perspective also articulates a theory of sex that is integrated with an understanding of the relationship between the sex/gender system and issues of race, class, and sexual preference.[8]

We might see a feminist perspective as having certain moments, or turning points, that change how women's lives--past, present, and future--are understood. A feminist perspective organizes one's thinking about women. It gives shape and authenticity to women's lives and rejects the creation of woman in a male image.

Faculty Perceptions of Curricular Revision: Challenges for Program Leaders

When faculty participate in curricular revision activities over several years, they appear to move through four phases of change, each phase characterized by a significant alteration in one's understanding and application of a feminist perspective. Chapter 2, Section C of this book provides an excellent overview of the stages of curricular revision. These stages were adopted from Dr. Peggy McIntosh of the Wellesley Center for Research on Women and expanded upon by Dr. JoAnn Fritsche, the Director of the University of Maine at Orono's curriculum integration program. The discussion that follows differs somewhat from the stages of curricular revision described by McIntosh and Fritsche. This essay highlights four phases of curricular change emphasizing how participants in a faculty development program respond to feminist scholarship and articulate the need for social change on behalf of women.

It is important to point out that program leaders must be prepared to encounter and to resist pressure to avoid all discussion of vitally important feminist issues that might threaten faculty at the beginning levels of awareness. Curricular revision programs need to be sensitive to and supportive of individual faculty who have not yet moved to a sophisticated level of awareness and course reconstruction. However, curricular revision programs should present feminist ideas that raise complex ideas about race, class, and sex concurrent with more introductory-level programming.

In Phase 1 a sense of fairmindedness and a desire to be seen as just and openminded motivate faculty to add one or two articles and books by or about women to a course. Faculty point out a few differences in the way women and men are portrayed in course readings and in classroom discussions. Typically, faculty in this phase lecture about women who have achieved fame or notoriety in the traditional canon. Other discussions commonly point out myths and stereotypes about women and compare women with men using a male norm. Since new information is filtered through a male lens, material by and about women is added to a course that remains basically unaltered. At this juncture, faculty feel comfortable describing their work in terms of "moving toward a balanced curriculum" or "working toward educational equity." This is characteristic of what has been called feminine consciousness.[9]

In Phase 2, faculty feel comfortable going beyond modifying a course simply to give both sexes equal acknowledgment and time. In this phase faculty express a need to challenge stereotypical images of women with images of women's diversity. They use material that portrays women as workers, as homemakers, and as public and community leaders. Women are seen as both victims of discrimination and as pioneers shaping their lives and influencing the future.[10] But faculty in Phase 2, like faculty in Phase 1, tend to impose new information about women on an existing course. Further, where there is an excessive focus on female victimization, students and faculty alike can feel numbed by the pervasiveness of sexist ideology. Like their colleagues in Phase 1, faculty in Phase 2 accept the status quo. Moreover, wherever the leadership of curricular revision programs feel pressured to maintain a high level of faculty involvement in their programs, those leaders are likely to be restrained in their criticism of superficial course revisions encountered in introductory level programs.

Faculty at Phase 3 benefit from the addition of much new knowledge about women and come to validate women's experiences on women's own terms. Most important, faculty in this phase show a shift in consciousness that compels them to reject any accommodation of sexism. They move toward a critical awareness of and personal commitment to ending women's oppression. This shift is so radicalizing that faculty often express deep-seated fear and anguish that all that has become familiar to them will be wrenched away. The reason for such strong reactions on the part of faculty stems, in part, from faculty feeling overwhelmed by the near universality of male domination over women. Although this pattern varies from one culture to another, and across class and racial groups, male hegemony is the rule rather than the exception.

The move from Phase 2 to Phase 3 requires a profound shift in thinking. The shift is one from feminine consciousness to female consciousness. This change in one's thinking can have reactionary or radical undertones. On the one hand, female consciousness can lead to replacing male dominance with female dominance by arguing for women's superiority on moral, biological, and psychological grounds. On the other hand, female consciousness can lead to a description of women's psychosocial patterns, such as emotional caring, physical nurturance, and interdependence, and see female attributes as human attributes that have revolutionary consequences insofar as these attributes reorganize the priorities of everyday life.[11]

In Phase 3, faculty oriented to women's networks and women's culture redirect their thinking about women. They ask new questions about the influence of production, reproduction, consumption, and ideology in women's lives. Faculty begin to gain an understanding of how the public and private domains shape women's psychosocial and economic experiences. And they give validation to the experiences and perspectives of lesbians.

The acknowledgment of lesbian history and culture is more than an attempt to counteract the cultural and historical fear of gay men and lesbians. Faculty working with feminist scholarship in Phases 1 and 2, who begin to document women's contributions to every discipline and to all human endeavors, are likely to avoid any mention of the reality of some women's choice to live and work as lesbians. In Phase 3, the recovery of the lesbian past deepens our understanding of the ways in which women have resisted patriarchy and reshaped their lives independent of men.[12] Adrienne Rich has given us the phrases "lesbian existence" and "lesbian continuum" to cover a range of women's experiences, including women's intimate loving of other women; women's social and political commitment to other women; women's spiritual and friendship ties to other women; and women's struggles in the home, workplace, and political arena to define their lives on their own terms.[13] Rich's lesbian continuum is one example of the way faculty can reread the books in their courses, including those written by lesbians. The concept of the lesbian continuum opens our eyes to the ways in which women, with varying degrees of success, have said no to male hegemony.

The number of faculty willing to rethink their courses during this phase is often small. It is not uncommon for the leader of curricular revision programs to be accused of politicizing the curriculum when they introduce faculty to ideas common to Phase 3 thinking. This can stir heated debates about the nature and purpose of curricular revision and academic freedom. Faculty who avoid controversy at all costs often disassociate themselves from a curricular revision program at this point. The loss of faculty at this juncture is further complicated by the introduction of material by and about women of color. A novel such as Alice Walker's The Color Purple raises many complex issues of sexual preference, race, and class that can make academics and students new to feminism feel uncomfortable.

Phase 4 thinking is characterized by a thorough questioning of the nature of power and the way power shapes the curricula, the classroom, and the culture-at-large. Faculty do not assume that all women have equal access to economic resources or equal choices in how they could embrace work, parenting, or both. Nor do faculty in Phase 4 assume that men who belong to minority groups have the same access to the public world as women and men of the majority culture.[14]

Typically, individuals at this later phase investigate how race, class, culture, and sexual preference inform women's lives and how women have accommodated or resisted those forces in different historical periods. This change in the way a person views women is what Joan Kelly has called the "doubled vision of feminist theory"; it is the understanding of the way public and private life constantly overlap and how the sex/gender system, which creates a different experience of social reality for women than for men, is inextricably tied to a woman's race and class. A feminist curriculum in Phase 4 recognizes that abolishing all forms of hierarchy is as much about power relations in the workplace as about power relations in interpersonal and community life.[15]

The investigation of the meaning of race, class, and sex for a particular group of women also takes into account how women of a particular group perceive and experience those forces in their lives.[16] This kind of taking-into-account is essential in all phases of curricular revision. But for scholars and activists in Phase 4 it means something more. In this later phase individuals realize that overcoming the institutionalized and psychic barriers of interracial and cross-class solidarity requires going beyond an intellectual understanding of racism, sexism, and classism. Feminists willing to live and work at this level are best able to build bridges with others who, with passion and power, speak and act to address race, class and sexual oppression in their own lives and society.[17]

Rethinking Curricular Revision in Light of Feminist Theories

In any course that includes information about women, whether a women's studies course or a course integrating women's studies scholarship, feminist theories have a critical role to play. Feminist theories provide a format for taking an account of the reality of the lives of all women--white women and women of color, poor women and affluent women, lesbians and heterosexual women.

Feminist theories give us blueprints for ending women's oppression. Although not all feminist theories are equally effective in their vision of ending race, class, and sex discrimination, by bringing feminist theories into classroom discussions we give ourselves concrete tools for addressing how to improve women's situation.[18]

The following examples show how the application of feminist theories can help teacher and students alike to think about strategies for restructuring society as we know it.

In a sociology course taught at the University of Maine at Orono, a faculty member revised a unit on domestic violence to include women's studies scholarship. Domestic violence was described as the "darker side of family life" and was linked to other forms of male violence, much of which is publicly sanctioned and legal.[19] The discussion of domestic violence included a review of legislation that directly or indirectly affects the family. This part of the course began to articulate a framework--that of liberal feminist theory, with its emphasis on legal reforms--to end sexual oppression. The organization of information within the parameters of a feminist theory gave the students tools to examine sexual equality and inequality in a more substantive way. Nevertheless, the unit could have gone further. Had liberal feminist theory been compared with socialist or radical feminist theories, the class would have had several theoretical orientations from which to understand the causes of oppression and from which to articulate alternative ways of organizing society.

Another faculty member, after restructuring a literature course, found that the inclusion of women's perspectives into his discipline changed the way in which literature could be read and were more likely to base their work on the episode and on judgment, while female authors seemed to be more open to giving expression to the emotion of the present moment. For this faculty member, as well as for many of his colleagues, it became impossible to teach literature as if we were all men, or as if we were all the same sex. Instead he saw that each text needed to be taught out of an awareness of our sex and of the sex of the writer.[20]

As this faculty member incorporated information by and about women into his course, he realized that the traditional tools of literature--language, theme, audience, persona, image, metaphor, and point of view--did not adequately include male and female perspectives. The realization left him feeling uncertain about discussing issues of concern to women. He wrote of the feelings of tentativeness he and his male students experienced about being able to approach the meaning of the female voice and the female imagination in literature. His exploration also raised questions about how and why the male experience has been described with such certainty, ignoring differences across race and class. Perhaps it is true that much information about women is closed to men and that much information about people of color is closed to white people. But I believe that students and faculty of both sexes and all races would get beyond their tentativeness to analyze and oppose sexism and other forms of oppression were they to look at the content of a course in light of what specific feminist theories have to say about human liberation.

feminist theories have to say about human liberation.

For example, this professor might have used a novel like Sula by Tony Morrison or the book Old Wives Tales: Life Stories of African Women by Iris Andreski to discuss how black women have forged sexual, emotional, economic, spiritual, and kinship ties to provide wisdom and strength within and across generations. Women's positive identification with one another and the various forms of female bonding could be presented in class in light of recent Black feminist and lesbian feminist theories.[21]

By comparison, a course co-taught in the department of speech communication envisioned the very foundation of a course on communication as helping students to rethink what they have been taught and to analyze and apply particular theories to course content. One faculty member designed a "feminist framework for reading as a woman" to achieve this changed consciousness.[22]

The process of "reading as a woman" moves students through certain stages, or "moments," similar to the phases described for a curricular revision program. Each "moment" of "reading as a woman" deepens our understanding of the relationship between sex and power.

In a first-moment reading, issues of bias and equity are explored. Questions about who is visible and who is silent in a text help students draw parallels between sexism in literature and sexism in society. Discussions of alternatives to women's oppression lead students to the literature of women's studies scholarship. First-moment consciousness is compensatory consciousness.[23] Thinking at this stage compares women with men.

In a second-moment or second stage reading, the content of a text is placed in the context of the historical time in which the text was written. The method requires that students make a shift from comparing women with men to understanding women in their own right. Questions raised at this moment illuminate how we have been taught to read and why that reading is done through a "gendered" lens. Second-moment consciousness is a consciousness of protest. Thinking at this stage shows an understanding that just as we acquire the skill to "read as men," so too can we acquire the skill to "read as women." Barbara Smith expresses second-moment consciousness when she writes:

> The use of Black women's language and cultural experience in books by Black women about Black women results in a miraculously rich coalescing of form and content and also takes their writing far beyond the confines of white/male literary structures. . . . If in a woman writer's work a sentence refuses to do what it is supposed to do, if there are strong images of women and if there is a refusal to be linear, the result is innately lesbian literature.[24]

Third-moment consciousness combines the first two moments and asks why "reading as a woman" is important and how we can achieve it. Complex ideas about women--ideas that integrate race, class, sex, and sexual preference--are explored in more depth. Third-moment consciousness is a consciousness of vision. Thinking at this stage articulates and affirms the belief that power relationships can be changed and that we can find alternative ways to survive.

In this essay I have raised several critical issues for developing a model of curricular revision. The inclusion of race, class, and sexual preference is part of our task of reconstructing knowledge from a feminist perspective, for a strong and viable curricular revision movement must give full attention to all women. The curriculum should draw upon all feminist theories, if what is "feminist" in feminist scholarship is going to speak for our times.

Notes

1. For my overview of feminist scholarship as it relates to feminist theory and curricular revision, please see Chapter 3, Section D, of this handbook. The overview is entitled, "Feminist Theory and Curriculum Revision: Selected Resources."
2. Myra Dinnerstein, Sheryl R. O'Donnell and Patricia MacCorquodale, "Integrating Women's Studies into the Curriculum," Women's Studies Quarterly 10, No. 1 (Spring 1982): 20-23. See also, by the same authors, How to Integrate Women's Studies into the Traditional Curriculum (Tucson, Ariz.: Women's Studies, The University of Arizona, n.d.).
3. Karen Mazza, "Feminist Perspectives and the Reconceptualization of the Disciplines," paper presented at the Annual Meeting of the American Educational Association, Montreal, Canada, April 11-15, 1983, 5-8. A copy of the paper can be obtained by writing to the author at the College of Education, University of New Hampshire, Durham, New Hampshire 03824. In addition to Mazza's excellent paper on this theme, see also the introductory essays in Joan I. Roberts, ed., Beyond Intellectual Sexism: A New Woman, A New Reality (New York: David McKay Company, Inc., 1976); and Dale Spender, ed., Men's Studies Modified: The Impact of Feminism on the Academic Disciplines (New York: Pergamon Press, Ltd., 1981). There are also excellent essays in

Gloria Bowles and Renate Duelli-Klein, eds., Theories of Women's Studies (Boston: Routledge and Kegan Paul, 1983), especially the essay by Marcia Westkott entitled "Women's Studies as a Strategy for Change: Between Criticism and Vision," 210-18. For a good overview of women's studies research and teaching, see Marilyn J. Boxer, "For and About Women: The Theory and Practice of Women's Studies in the United States," in Feminist Theory: A Critique of Ideology, ed. Nannerl O. Keohane, Michelle Z. Rosaldo, and Barbara C. Gelpi (Chicago: University of Chicago Press, 1981), 237-71.

4. Roberts, ed., Beyond Intellectual Sexism, 7. See also, for example, Spender, ed., Men's Studies Modified, 6-7.

5. Bettina Aptheker, "Race and Class: Patriarchal Politics and Women's Experiences," Women's Studies Quarterly 10, No. 4 (Winter 1982): 13; and Charlotte Bunch, comments, Second International Interdisciplinary Congress on Women, Groningen, the Netherlands, April 17-21, 1984.

6. Dale Spender, "Theorizing about Theorizing," in Theories of Women's Studies, ed. Bowles and Duelli-Klein, 27-31.

7. Westkott, "Women's Studies as a Strategy for Change," 211.

8. Judith L. Newton, Mary P. Ryan, and Judith R. Walkowitz, eds., Introduction to Sex and Class in Women's History (Boston: Routledge and Kegan Paul, 1983), 4-5; the editors' introductory essay, 1-15, gives an excellent overview of British and American feminists' ideological approaches to feminist theory. See, too, Joan Kelly,"The Doubled Vision

of Feminist Theory," in the same volume, 259-68. For an example of a cross-disciplinary essay on sex and gender, see Gayle Rubin, "The Traffic in Women: Notes on the 'Political Economy' of Sex," in Toward an Anthropology of Women, ed. Rayna Rapp Reiter (New York: Monthly Review Press, 1975) 157-210.

9. I have adopted and given different emphasis to the concepts of feminine consciousness, female consciousness, and feminist consciousness from Temma Kaplan, "Female Consciousness and Collective Action: The Case of Barcelona, 1910-1918," in Feminist Theory, ed. Keohane, Rosaldo, and Gelpi, 55-61; and, in the same book, the Foreword by Nannerl O. Keohane and Barbara C. Gelpi, ix-xii.

10. Vicky Spelman, "Combatting the Marginalization of Black Women in the Classroom," Women's Studies Quarterly 10, No. 2 (Summer 1982): 15-16. See also, for example, Mary Helen Washington, "How Racial Differences Helped Us Discover Our Sameness," Ms., September 1981, 60-63.

11. Kaplan, "Female Consciousness and Collective Action," 55-56; and Keohane and Gelpi, Foreword, to Feminist Theory ed. Keohane, Rosaldo, and Gelpi, x.

12. Ann Ferguson, Jacquelyn N. Zita, and Kathryn Pyne Addelson, "On 'Compulsory Heterosexuality and Lesbian Existence': Defining the Issues," in Feminist Theory, ed. Keohane, Rosaldo, and Gelpi, 164; and Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence," in The SIGNS Reader,

eds. Abel and Abel, 165. See also, for example, Margaret Cruikshank, ed., Lesbian Studies: Present and Future (Old Westbury, N.Y.: The Feminist Press, 1982); Adrienne Rich, "'Disloyal to Civilization': Feminism, Racism, and Gynephobia," CHRYSALIS 7 (1979): 9-27; and Bonnie Zimmerman, "What Has Never Been: An Overview of Lesbian Feminist Literary Criticism," Feminist Studies 7, No. 3 (Fall 1981): 451-75. For a history and critique of contemporary feminist thought, with a primary focus on the ideas of radical feminism, see Hester Eisenstein, Contemporary Feminist Thought (Boston: G. K. Hall and Co., 1983).

13. Rich, "Compulsory Heterosexuality," 156-57.

14. Diane K. Lewis, "A Response to Inequality: Black Women, Women, Racism, and Sexism," in The SIGNS Reader, ed. Abel and Abel, 171-76. See also, for example, Bonnie Thornton Dill, "Race, Class and Gender: Prospects for an All-Inclusive Sisterhood," Feminist Studies 9, No. 1 (Spring 1983): 131-50; and Phyliss Marynick Palmer, "White Women/Black Women: The Dualism of Female Identity and Experience in the United States," Feminist Studies 9, No. 1 (Spring 1983): 151-70.

15. Kelly, "The Doubled Vision of Feminist Theory," 264-67.

16. Dill, "Race, Class and Gender," 138; Lewis, "A Response to Inequality," 173-74; and Johnella E. Butler, "Toward a Plural and Equitable Society," Women's Studies Quarterly 10, No. 2 (Summer 1982): 11.

There are many important resources that focus on feminist perspectives and women of color. In addition to Dill's article, and the Lewis and Butler articles cited in Note 16, see the following: Bettina Aptheker, Woman's Legacy: Essays on Race, Sex, and Class (Amherst, Mass.: University of Massachusetts Press, 1982); Bettina Aptheker, "Race and Class: Patriarchal Politics and Women's Experiences," 10-15; "Black Studies and Women's Studies: Search for a Long Overdue Partnership," Women's Studies Quarterly 10, No. 2 (Summer 1982):10-16; Angela Y. Davis, Women, Race and Class, (New York: Random House, 1983); Bell Hooks, Ain't I a Woman: Black Women and Feminism (Boston: South End Press, 1981); Gloria T. Hull, "The Bridge between Black Studies and Women's Studies: Black Women's Studies," Women's Studies Quarterly 10, No. 2 (Summer 1982):12-13; Gloria T. Hull, Patricia Bell Scott, and Barbara Smith, eds., All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave: Black Women's Studies (Old Westbury, N.Y.: The Feminist Press, 1982); Angela Jorge, "Issues of Race and Class in Women's Studies: A Puerto Rican Woman's Thoughts," Women's Studies Newsletter 8 (Fall/Winter 1980): 17-18; Gloria Joseph and Jill Lewis, Common Differences: Conflicts in Black and White Perspectives (New York: Anchor Press/Doubleday, 1981); Audre Lorde, "Scratching the Surface: Some Notes on Barriers to Women and Loving," The Black Scholar 9, No. 7 (April 1978): 31-35; Barbara Smith, "Racism and Women's Studies," *Frontiers* 5, No. 1 (1980): 48-49; Barbara Smith, "Toward a Black Feminist Criticism," *Radical Teacher* 7 (March 1978): 20-27; and "The Combahee River Collective: A Black Feminist Statement," in *Capitalist Patriarchy and the Case for Socialist Feminism*, ed. Zillah Eisenstein (New York: Monthly Review Press, 1978): 362-72.

17. Rich, "'Disloyal to Civilization'", 22-23. See also, for example, Bettina Aptheker, "Strong Is What We Make Each Other: Unlearning Racism within Women's Studies," *Women's Studies Quarterly* 9 (Winter 1981): 13-16, and Barbara Smith, "Racism and Women's Studies," 48-49.

18. For a good overview of feminist theories, see the resources referenced in Note 1. The liberating role of feminist research is explored in Marcia Westkott, "Feminist Criticism of the Social Sciences," *Harvard Educational Review* 49 (November 1979): 422-30. See also several essays in Bowles and Klein, eds., *Theories of Women's Studies*, for example--Barbara DuBois, "Passionate Scholarship: Notes on Values, Knowing and Method in Feminist Social Science," 105-16; and Renate Duelli Klein, "How to Do What We Want to Do: Thoughts about Feminist Methodology," 88-104.

19. Saundra Gardner, "Pilot Project Report: Women and the Curriculum," in *Committee on Women and the Curriculum, Annual Report, February-August 1981*, unpaginated, available from Dr. JoAnn Fritsche, Project Director, Women in the Curriculum Program, University of Maine at Orono, Orono,

Maine 04469.

20. Dwight Cathcart and Nancy MacKnight, "Committee on Women and the Curriculum, Pilot Project," in Committee on Women and the Curriculum, unpaginated. (See Note 19.)

21. Audre Lorde, "Scratching the Surface," 33-34; and Rich, "Compulsory Heterosexuality," 164. See also, for example, Barbara Smith, "Toward a Black Feminist Criticism," 22-25

22. Kristin M. Langellier, "Feminist Frameworks for 'Reading as a Woman,'" unpublished, available from the author, University of Maine at Orono, Department of Speech Communication, Orono, Maine 04469.

23. Sharon Toffey Shepela, "Feminism as the Defining Concept in Feminist Psychology," paper presented as part of the symposium "Conceptual Frameworks in Feminist Psychology and the Psychology of Women: Theory and Research," Pittsburg, March 2-5, 1978. Shepela develops the ideas of feminist consciousness, beginning with compensatory consciousness, moving on to protest consciousness and ending with visionary consciousness. I have integrated Shepela's ideas with those of Langellier (see Note 22). See, too, Cheri Register, "Brief, A-mazing Movements: Dealing with Despair in the Women's Studies Classroom," Women's Studies Newsletter 7 (Fall 1979): 7-10.

24. Smith, "Toward a Black Feminist Criticism," 23.

Moving Toward a Feminist Transformation: The Long-Term Process

By JoAnn M. Fritsche

We regard our own and others' efforts to move toward transformation of curricula and of institutional policies and procedures as part of a vitally important, ongoing, long-term process to move toward a feminist transformation of the academy. The contributions that you and your colleagues might make at your own institution can be significant over the long term.

Most of us are likely to conduct work relatively limited in scope--for example, in one department, institution, or program, or one consortium, one geographical region, or one discipline area. Nonetheless, our reading lists, syllabi, symposia, projects, program models, and small innovations in policy or procedure can affect, over time, the way many other people think, teach, conduct research, and administer programs and institutions.

The first three chapters of this handbook focused on "nitty-gritty" short-term goals and procedures because attention to such details is essential in order to establish a solid foundation within an institution to support and protect those who wish to work toward reconstruction and eventual transformation of curricula and policies. But feminists who wish to be effective change agents should consciously try to learn from and share with others who are interested in moving toward a transformation of curricula, institutional environments, and professional practices.

We may feel that we and our work are like "drops of water falling on the stone," that we and our work are ephemeral, at best. But it can be reassuring to keep in mind that "as time goes by/The rock will wear away" because of the falling of many drops of water on the stone.

* *

Can we be like drops of water
falling on the stone
Splashing, breaking, dispersing
in air
Weaker than the stone by far
But be aware that as time
goes by
The rock will wear away
And the water comes again

--"The Rock Will Wear Away," by Meg Christian and Holly Near, c 1976, Thumbelina Music (BMI) and Hereford Music (ASCAP). All rights reserved. Lyrics reprinted with permission.

Appendixes

Appendix A

Sample Evaluation Instrument: Telephone Interview

Note: This sample instrument, intended to be used with administrators, can be modified to suit your needs. For example, you would want to rephrase Questions 1, 7, and 10 when using the instrument with junior, nontenured faculty or with senior faculty who are not administrators.

1. Have project staff kept you aware of the opportunities available for faculty on your campus who wish to study and evaluate the new scholarship of women? Yes ___ No ___

2. As you may already know, the project has the following three goals:

   a. To encourage and assist faculty and administrators to increase their knowledge about the new scholarship of women as it is relevant to their own areas of professional interest

   b. To help support and assist faculty who wish to reconstruct their teaching methods or course content in light of the new scholarship of women

   c. To help support the work of faculty and administrators who wish to foster institutional and classroom environments that are equitable and supportive for both women and men

   Can you support the three goals of the project?
   Yes ___ No ___

   (If no, or hesitant) Would you explain your concern/hesitation: ______________________________

   ____

3. Do you think that participating faculty on your campus are generally aware of the goals of the project?
   Yes ___ No ___ Only vaguely aware ___

4. Have you yourself been actively involved in the (on-campus name) project? Yes ___ No ___

   (If yes) How have you been involved? (Let them tell you; you can circle or check off.)

BEST COPY AVAILABLE

a. Participate in a funded study and course revision project

b. Attend workshops/seminars/conferences sponsored by the project

c. Attend study-group discussions

d. Encourage and support faculty involvement (by funding, by my words, by personal attendance at events)

e. Am a member of the advisory committee

f. Have given presentations on the new scholarship of women to other faculty or to students

g. Have made revisions in my course content/teaching methods in light of the new scholarship of women

h. Other: ______________________________

(If no) Would you be interested in becoming involved if the project or its activities were different in any way?
Yes ___ No ___

(If yes) What conditions would encourage you to become involved? ______________________________
____
____

5. What is it about the work of integrating women into the curriculum that interests you? (disturbs you? leaves you feeling indifferent?) ______________________________
____
____

6. Do you think anything in particular should be changed or added to improve the project? ______________________________
____
____

7. If a nontenured junior faculty member conducted a mini-project that involved reconstruction of courses to include more scholarship by and about women in that discipline, would you regard the work as pertinent, in either a positive or a negative way, to the person's application for tenure and promotion? Yes ___ No ___

(If the respondent seems confused, explain that you are asking whether she or he thinks such work should be

BEST COPY AVAILABLE

considered--positively or negatively--as relevant for continuation, tenure, or promotion.) ______________________________

____

____

8. Do you think your senior faculty colleagues would feel similarly about the relevance of such work to promotion and tenure criteria? Yes ___ No ___

9. Do you think the project has been stimulating and helpful to faculty and administrators on your campus? Yes ___ No ___

10. Would you be willing to continue to arrange for some campus funds to be allocated so that the project can continue to promote faculty development on your campus in the next two or three years? Yes ___ No ___

(If no) Why not? ______________________________________

____

____

11. Is there anything else that you would like to say that you've not yet had a chance to say? ____________________

____

____

Interviewer: Please check off information on respondent:

Male ___ Female ___

Senior administrator: Other administrator: ___

president ___
vice president for
academic affairs or provost ___
dean of college ___

Appendix B

Faculty Log: Self-Evaluation and Observations of Student Reactions

Insert letter or number indicating appropriate response for each item:

1. The course content during this week or unit (a) did (b) did not include printed, audio, or visual material by and about women (or a woman). ___

2. The course content during this week or unit (a) did (b) did not include lecture notes and/or class discussion focusing student attention upon interpretation(s), reaction(s), and/or values that deserve to be called feminist because they explicitly communicate respect for women and concern about gender-related issues of autonomy or equity. ___

3. **If reply to either #1 or #2 was (a), please identify the response(s) that you think most appropriately describe the range of students' responses:**

   When I think about the whole range of responses this week to materials that were feminist and/or simply "by and about women," during this unit/period of time I recall that:

   a. Female students' various responses could be characterized as (1) about the same as to material not referring explicitly to women; (2) more intensely enthusiastic than to material not referring explicitly to women; (3) more "conflicted," anxious, or negative than when there are no explicit references to women; (4) less vocal, quieter than when there are no explicit references to women. ____

   b. Male students' various responses could be characterized as (1) about the same as to material not referring explicitly to women; (2) more intensely enthusiastic than to material not referring explicitly to women; (3) more "conflicted," defensive, or negative than when there are no explicit references to women; (4) less vocal, quieter than when there are no explicit references to women. ____

   c. I'd describe overall class response to the materials and references by and about women in my class this week as (1) about the same as (2) more intensely enthusiastic

---

Prepared by JoAnn M. Fritsche, Director of the Women's Development Program, University of Maine at Orono.

than (3) more intensely conflicted, defensive, or negative than or (4) quieter, less vocal than the overall response to material not referring explicitly to a woman or to women. ____

4. Other factors that may be affecting students' responses--positively or negatively--in class

   a. Class size ____

   b. My feelings about something not directly related to the materials or students in this class ____

   c. My feelings about the content I am trying to integrate ____

   d. A student who seems "disruptive" or unusually competitive ____

   e. Feelings (either students' feelings or my own) about controversial material, controversy, and questioning of authority ____

   f. Other ____

5. Notes, observations, or questions for further consideration:

____

____

____

Appendix C

Student Questionnaire

To the Student: This is a survey of your experiences and viewpoints. Faculty and administrators at the University of Maine at Orono (UMO) are interested in knowing more about students' current views and past experiences so that we can work together with students to improve the quality of education for all student at UMO.

1. The world is changing rapidly; many kinds of people and problems that were not regarded as significant in the past now need to be studied, and their political, social, or economic needs should be re-evaluated.

______	______	______	______	______
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

2. The majority of people in the world are now people of color, many of whom live in nations that are considered Third World. I believe that, regardless of their major, students should be encouraged to take a course that presents social, economic, or political issues in terms of the concerns of diverse populations, including minority group members, people of color, and/or nations considered developing or Third World.

______	______	______	______	______
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3. Have you ever taken a course in which you were either required or encouraged to study the contributions and viewpoints of women, as well as of men?

Yes___ No___

If yes, what was the course, and where did you take it?

____

____

4. Do you think academic courses should include materials and lectures on women's, as well as men's, contributions and experiences relevant to the subject matter of the course?

Yes___ No___ Not sure__

Comment, if you wish: ______________________________

____

5. When I think about the courses I've taken in the past, I remember that:

_____ I usually feel that the teacher believed I was capable of doing very well in the course.

_____ I usually felt that the teacher did not think much about how capable I was.

_____ I usually felt that the teacher did not expect more--or less--of me than of any other student in the class.

6. My sex is male___ female___

7. My age is

Under 21___ 22-29___ 30-39___ 40-49___ 50 or above___

8. My family and I identify ourselves as:

___White (Caucasian) American ___Black American

___Native American (American Indian) ___Asian American

___Hispanic American

___Other (specify, if you wish): ______________________________

To the Faculty Member: Suggested Ways to Use the Student Questionnaire

1. You can prepare students intellectually for the course content, as well as obtain informaton about the students' levels of awareness.

   After students have completed and returned the questionnaire (which should take no more than 10 minutes of class time), briefly explain that you plan to include in the course new scholarship of women, as well as of men, relevant to the objectives of the course. You can decide for yourself what rationale(s) you want to emphasize. For example:

   - To help all of them become aware of the most up-to-date theories, research, literature, and ideas in the field
   - To ensure that the course is a high-quality educational experience for all of them, female and male
   - To discuss with them developments, needs, or problems that are becoming pressing issues that people in your field are trying to address

or

2. If you prefer, you can simply have students complete and submit the questionnaires and not discuss them at the time. The student responses will give you some useful information about the students' levels of awareness.

Student Response to the Inclusion of Material by and about Women*

1. In your course did assignments include material about:

   a. The contributions of women? Yes___ No___
   Please give examples:

   b. The ways women's lives relate to the social, economic, and political systems you studied in the course?

   Yes___ No___
   Please give examples:

   c. The differences between the positions, power, and perspectives of men and women? Yes___ No___
   Please give examples:

2. In class discussion, were any of the following topics included:

   a. The contributions of outstanding women? Yes___ No___
   b. How women feel about their lives? Yes___ No___
   c. The traditional roles of women in various societies? Yes___ No___
   d. The way women's lives relate to the social, economic, and political systems of a given society? Yes___ No___

---

*This is an end-of-course evaluation instrument. Elizabeth Arch, Susan Kirschner, and Mary Kay Tetreault, of Lewis and Clark College (Portland, Oregon) designed the questions in this questionnaire. This questionnaire was adapted by JoAnn M. Fritsche, Director of the Women's Development Program, University of Maine at Orono.

e. The perspectives or experiences of women of color? Yes___ No___

f. The difference between the positions, power, and perspectives of women and men? Yes___ No___

3. Please indicate whether you agree or disagree with the following statements:

a. I did not learn anything new about how women feel about their lives from the course.

______	______	______	______	______
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

b. I do not think it is important to analyze the ways women's lives connect to the social, political, and economic systems of their society.

______	______	______	______	______
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

c. I think it is important to include materials on the contributions of outstanding women in arts & science and in professional courses.

______	______	______	______	______
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

d. My understanding of the ways women's lives connect to the social, economic, and political systems of their society did increase as the result of the course.

______	______	______	______	______
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

e. My knowledge of the significance of women's contributions to society increased as a result of the course.

______	______	______	______	______
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

f. In the future I would like to see materials included in the curriculum that analyze the relationship between the roles men play and the roles women play in different societies.

___	___	___	___	___
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

g. I do think it is important to include in academic courses materials about how women feel about their lives.

___	___	___	___	___
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4. My sex is male___ female___.

My age range is:
18-21 ___ 22-29 ___ 30-39 ___ 40-49 ___ 50 or older ___

Appendix D

Assessment of Student Response to a Course Integrating Material by and about Women: Summary of Issues to Consider

1. What are you trying to assess or measure?

   For example: Has exposure in the course to the scholarship and perspectives of women resulted in a change in students' attitudes about the importance of including the contributions and perspectives of women in academic and professional courses?

   For example: Has the integration of material by and about women resulted in the students' believing that their own knowledge and understanding of the connections of women's lives and contributions to major social, political, or economic issues have increased?

   For example: Has your faculty development project resulted in an impact on students that is the desired outcome?

2. Why are you interested in evaluating student response?

   ___ a. To assess whether the faculty development project is contributing to the desired outcomes

   ___ b. To assess whether faculty development activities should be modified or intensified

   ___ c. To help justify an anticipated request for continuation or for an increase in the faculty development project budget

   ___ d. Other: ______________________________

3. How can you prepare faculty participants for the fact that you are going to be making inquiries about the impact of what they are likely to regard as their courses/teaching on their students? (In other words, how can you foster trust?)

   ___ a. In the same letter of understanding in which you notify faculty that you are funding them or their project (1) state that they will be expected to cooperate with efforts to evaluate the program and (2) ask them to sign a paper signifying their acceptance of that and other conditions of the grant.

Prepared by JoAnn M. Fritsche, Director, Women's Development Program, University of Maine at Orono, Orono, Maine, for presentation at the conference of the National Women's Studies Association at Rutgers University, New Brunswick, New Jersey, June 1984.

___ b. Involve faculty in reviewing any pre- or post-course evaluation instruments you will be administering to students.

___ c. Explain to faculty participants the multiple program evaluation purposes you have in mind so that they will realize that you are interested in evaluating the effectiveness of your program as a whole.

___ d. Other: ____________________

4. When and under what circumstances will you (or a staff designee or an external evaluator) actually administer the assessment instrument(s) to students enrolled in courses?

   Although this sounds like a simple logistical question, it is a very important matter for participating faculty, as well as for you.

   a. As a short "pre-test" on the first day of the course? If at another time, when? Who will administer such an instrument, and how should they explain its purpose to students?

   b. Can you (a designee) administer the post-course assessment instrument on the last day of classes? Any faculty concerns or logistical problems? Alternative methods and conditions for conducting the assessment?

   c. Who will distribute and who will collect the questionnaires if the assessment involves a paper-and-pencil procedure?

5. What questions will be asked?

6. Will the assessment be via a paper-and-pencil questionnaire or via an interview in person or on the telephone?

7. Do you want or need to administer the instrument or any part of it to a control group of students not enrolled in "integrated" courses? If so, why? Who will administer it? Under what conditions? What logistical problems need to be anticipated and addressed?

Recommendation: Design your evaluation instruments and procedures so that their administration will be as simple and inexpensive as possible. If your procedures are complicated or expensive, your whole assessment plan may "bog down" and not be accomplished over a long enough period of time to produce meaningful findings.

Bibliography

Abel, Elizabeth, and Emily K. Abel, eds. The SIGNS Reader: Women, Gender and Scholarship. Chicago: University of Chicago Press, 1983.

American Psychological Association, Task Force on Issues of Sexual Bias in Graduate Education. "Guidelines for Nonsexist Use of Language." American Psychologist 30 (June 1975): 682-84.

Aptheker, Bettina. "Race and Class: Patriarchal Politics and Women's Experiences." Women's Studies Quarterly 10 (Winter 1982): 10-15.

__________________. "Strong Is What We Make Each Other: Unlearning Racism within Women's Studies." Women's Studies Quarterly 9 (Winter 1981): 13-16.

__________________. Women's Legacy: Essays on Race, Sex and Class. Amherst: University of Massachusetts Press, 1982.

Arch, Elizabeth C., and Susan E. Kirschner. "Gender-Balancing: A Case Study of Institutional Change." Educational Record, forthcoming.

__________________, Susan E. Kirschner, and Mary Kay Tetreault. "Measuring the Impact of Faculty Development in Women's Studies." Paper presented at the conference of the National Women's Studies Association, Humboldt, California, June 1982.

Backarach, Samual B., and Edward J. Lawler. Power and Politics in Organizations. Washington, D.C.: Jossey-Bass, 1980.

Batchelor, E., ed. Homosexuality and Ethics. New York: Pilgrim Press, 1980.

Bazin, Nancy Topping. "Expanding the Concept of Affirmative Action to Include the Curriculum." Women's Studies Newsletter 8 (Fall/Winter 1980): 9-11.

Bernikow, Louise, ed. The World Split Open. New York: Vintage Books, 1974, 224, 274, 287.

"Black Studies and Women's Studies: Search for a long Overdue Partnership." Women's Studies Quarterly 10 (Summer 1982): 10-16.

Bogart, Karen, Judith Flagle, and Steven Jung. Institutional Self-Study Guide on Sex Equity for Postsecondary Educational Institutions. Washington, D.C.: American Institutes for Research, n.d.

Bowles, Gloria, and Renate Duelli-Klein, eds. Theories of Women's Studies. Boston, Mass.: Routledge and Kegan Paul, 1983.

Boxer, Marilyn J. "For and About Women: The Theory and Practice of Women's Studies in the United States." SIGNS: A Journal of Women in Culture and Society 7 (Spring 1982): 661-95.

Browning, D. S. Generative Man. New York: Dell Publishing, 1973.

Brush, Lorelei R., Alice Ross Gold, and Marni Goldstein White. "The Paradox of Intention and Effect: A Women's Studies Course." SIGNS: A Journal of Women in Culture and Society 3 (Summer 1978): 870-83.

Butler, Johnella E. "Toward a Plural and Equitable Society." Women's Studies Quarterly 10 (Summer 1982): 11.

Childers, Mary. "Working Definition of a Balanced Course." Women's Studies Quarterly 11 (Summer 1983): 30, 36.

Cotera, Martha P., comp. Checklists for Counteracting Race and Sex Bias in Educational Materials. Newton, Mass.: WEEA Publishing Center, Education Development Center, 1982.

Cruikshank, Margaret, ed. Lesbian Studies: Present and Future. Old Westbury, N.Y.: The Feminist Press, 1982.

Damon, Gene. The Lesbian in Literature. Bates City, Mo.: Norad Press, 1975.

Davis, Angela Y. "Rape, Racism and the Capitalist Setting." The Black Scholar 12 (Spring 1982): 39-45.

____________________. Women, Race and Class. New York: Random House, 1983.

____________________. "Women, Race and Class: An Activist Perspective." Women's Studies Quarterly 10 (Winter 1982): 5-9.

de Beauvoir, Simone. The Second Sex. New York: Bantam Books, 1952.

Dill, Bonnie Thorton. "The Dialectic of Black Womenhood," SIGNS: A Journal of Women in Culture and Society 4 (Spring 1979): 543-55.

____________________. "Race, Class and Gender: Prospects for an All-Inclusive Sisterhood." Feminist Studies 9 (Spring 1983): 131-50.

Dinnerstein, Myra, Sheryl R. O'Donnell, and Patricia MacCorquodale. How to Integrate Women's Studies into the Traditional Curriculum. Tucson, Ariz.: Southwest Institute for Research on Women, n.d.

___________________. "Integrating Women's Studies into the Curriculum." Women's Studies Quarterly 10 (Spring 1982): 20-23.

Donovan, Mary Ellen, ed. "The Combahee River Collective: A Black Feminist Statement." Capitalist Patriarchy and the Case for Socialist Feminism. New York: Monthly Review Press, 1978, 362-72.

___________________. "Why Study Women?" Dartmouth Alumni Magazine, October 1982, 27-31.

Eisenstein, Hester. Contemporary Feminist Thought. Boston, Mass.: G. K. Hall and Co., 1983.

Eisenstein, Zillah. The Radical Future of Liberal Feminism. New York: Longman Inc., 1981.

Etzioni, Amitai. Comparative Analyses of Complex Organizations. New York: The Free Press, 1961, 40.

Euripides. Ten Plays of Euripides, translated by Moses Hades and John H. McLean. New York: Bantam, 1981.

Faderman, Lillian. Surpassing the Love of Men. New York: Morrow, 1981.

Fallaci, Oriana. Letter to a Child Never Born. New York: Washington Square Press, 1982.

"Feminist Theory: Special Issue." SIGNS: A Journal of Women in Culture and Society 7 (Spring 1982).

Fisher, Dexter, ed. The Third Women: Minority Women Writers of the United States. Boston: Houghton Mifflin Co., 1980.

The Forum for Liberal Education. Washington, D.C.: Association of American Colleges, October 1981 and April 1984.

Foster, Jeannette. Sex Variant Women in Literature. Oakland: Calif.: Diana Press, 1976.

Fowlkes, Diane L., and Charlotte S. McClure, eds. Feminist Visions: Toward a Transformation of the Liberal Arts Curriculum. University, Ala.: University of Alabama Press, 1984.

Fox, L. H. "Sex Differences: Implications for Program Planning for the Academically Gifted." In The Gifted and the Creative: A Fifth Year Perspective, edited by J. C. Stanley et al. Baltimore: Johns Hopkins University Press, 1977, 127-128.

Froines, Ann. "Integrating Women into the Liberal Arts Curriculum: Some Results of 'A Modest Survey.'" Women's Studies Newsletter 8 (Fall/Winter 1980): 11-12.

Gilligan, Carol. *In a Different Voice*. Cambridge, Mass.: Harvard University Press, 1982.

Goodman, Gerre, et al., eds. *No Turning Back: Lesbian and Gay Liberation for the '80's*. Philadelphia: New Society Press, 1983.

Gray, Vicky A. "The Image of Women in Psychology Textbooks." *Canadian Psychological Review: Psychologie Canadienne* 18 (1977): 46-55.

Hall, Radclyffe. *The Well of Loneliness*. New York: Simon and Schuster, 1975.

Hall, Roberta M., and Bernice R. Sandler. *The Classroom Climate: A Chilly One for Women*? Washington, D.C.: Project on the Status of Women, Association of American Colleges, 1982.

Havelock, Ronald G. *A Guide to Innovation in Education*. Ann Arbor, Mich.: Institute for Social Research, 1970.

Higginson, Thomas Wentworth. Speech to the Committee of the Massachusetts Constitutional Convention, 1853, in Elizabeth C. Stanton et al., eds. *History of Woman Suffrage*, 6 vols. Vol. 1, New York: Fowler & Welles, 1881, 250-51.

Homer. *The Iliad*, translated by William H. Rouse. New York: New American Library, 1954.

Hooks, Bell. *Ain't I a Woman: Black Women and Feminism*. Boston: South End Press, 1981.

Howe, Florence, Suzanne Howard, and Mary Jo Boehm Strauss, eds. *Everywoman's Guide to Colleges and Universities*. Old Westbury, N.Y.: The Feminist Press, 1982.

——————. "Feminist Scholarship: The Extent of the Revolution." *Change: The Magazine of Higher Learning* 14 (April 1982): 12-20.

Hubbard, Ruth, Mary Sue Henifin, and Barbara Fried. *Women Look at Biology Looking at Women: A Collection of Feminist Critiques*. Cambridge, Mass.: Schenkman, 1979.

Hull, Gloria T., Patricia Bell Scott, and Barbara Smith, eds. *All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave: Black Women's Studies*. Old Westbury, N.Y.: The Feminist Press, 1982.

——————. "The Bridge between Black Studies and Women's Studies: Black Women's Studies." *Women's Studies Quarterly* 10 (Summer 1982): 12-13.

Jagger, Allison, and Paula S. Rothenburg, eds. Feminist Frameworks: Alternative Theoretical Accounts of Relations between Women and Men. New York: McGraw-Hill, 1978, 1984.

Jorge, Angela. "Issues of Race and Class in Women's Studies: A Puerto Rican Woman's Thoughts." Women's Studies Newsletter 8 (Fall/Winter 1980): 17-18.

Joseph, Gloria, and Jill Lewis. Common Differences: Conflicts in Black and White Perspectives. New York: Anchor Press/Doubleday, 1981, 1982.

Keohane, Nannerl O., Michelle Z. Rosaldo, and Barbara C. Gelpi, eds. Feminist Theory: A Critique of Ideology. Chicago: University of Chicago Press, 1981.

Knefelkamp, Lee. "Faculty and Student Development in the 80's: Renewing the Community of Scholars." In Current Issues in Higher Education, No. 5. Washington, D.C.: American Association for Higher Education, 1980, 16-17.

Langland, Elizabeth, and Walter Gove, eds. A Feminist Perspective in the Academy: The Difference It Makes. Chicago: University of Chicago Press, 1981.

Lerner, Gerda. "The Challenge of Women's History." In Liberal Education and the New Scholarship on Women: Issues and Constraints in Institutional Change. Washington, D.C.: Association of American Colleges, 1981, 39-51.

Liberal Education and the New Scholarship on Women: Issues and Constraints in Institutional Change. Washington, D.C.: Association of American Colleges, 1982.

Lindsay, Beverly, ed. Comparative Perspectives of Third World Women: The Impact of Race, Sex and Class. New York: Praeger, 1980.

Lorde, Audre. "Scratching the Surface: Some Notes on Barriers to Women and Loving." The Black Scholar 9 (April 1978): 31-35.

Lougee, Carolyn C. "Women, History and the Humanities: An Argument in Favor of the General Curriculum." Women's Studies Quarterly 9 (Spring 1981): 4-7.

Martin, Del, and Phyllis Lyon. Lesbian/Woman. San Francisco: Glide, 1972.

Mazza, Karen. "Feminist Perspectives and the Reconceptualization of the Disciplines." Paper presented at the annual meeting of the American Educational Association, Montreal, Canada, April 11-15, 1983, 5-8.

McIntosh, Peggy. "Interactive Phases of Curricular Re-Vision." In Toward a Balanced Curriculum. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1984, 25-34.

____________________. "Notes on Terminology." The Women's Studies Quarterly 2 (Summer 1983): 29.

____________________. "The Study of Women: Implications for Reconstructing the Liberal Arts Discipline." The Forum for Liberal Education 4 (October 1981): 1-3.

____________________. "The Study of Women: Processes of Personal and Curricular Re-Vision." The Forum for Liberal Education 6 (April 1984): 2-4.

____________________. "WARNING: The New Scholarship on Women May Be Hazardous to Your Ego." Women's Studies Quarterly 10 (Spring 1982): 29-31.

Millsap, Mary Ann, Naida Tushnet Bagenstos, and Margaret Talburtt. Women's Studies Evaluation Handbook. Washington, D.C.: National Institute of Education, Women's Studies Monograph Series, Government Printing Office, 1979.

Moraga, Cherrie, and Gloria Anzaldua, eds. This Bridge Called My Back: Writings by Radical Women of Color. Watertown, Mass.: Persephone Press, 1981.

Nelson, Elizabeth Ness, and Kathryn H. Brooks. Women's Studies as a Catalyst for Faculty Development. Washington, D.C.: National Institute of Education, Women's Studies Monograph Series, Government Printing Office, 1980.

O'Donnell, J. A., and D. G. Anderson. "Factors Influencing Choice of Major and Career of Capable Women." Vocational Guidance Quarterly 26 (March 1978): 215-21.

Palmer, Phyliss M. "White Women/Black Women: The Dualism of Female Identity and Experience in the United States." Feminist Studies 9, No. 1 (Spring 1983): 151-70.

Parks, Beverly, et al. Sourcebook of Measures of Women's Educational Equity. Newton, Mass.: WEEA Publishing Center, Education Development Center, 1982.

Porter, Nancy M., and Margaret T. Eileenchild. The Effectiveness of Women's Studies Teaching. Washington, D.C.: National Institute of Education, Women's Studies Monograph Series, Government Printing Office, 1980.

Potok, Chaim. The Chosen. New York: Fawcett, 1978.

The Quest Staff, eds. Building Feminist Theory: Essays from QUEST. New York: Longman, Inc., 1981.

Redman, Barbara J. "The Women Who Become Agricultural Economists." American Journal of Agricultural Economics 63 (December 1981): 1022.

Reed, Beth, ed. Toward a Feminist Transformation of the Academy. Ann Arbor, Mich.: Women's Studies Program, Great Lakes Colleges Association, 1980.

__________________. Toward a Feminist Transformation of the Academy: II. Ann Arbor, Mich.: Women's Studies Program, Great Lakes Colleges Association, 1982.

__________________. Toward a Feminist Transformation of the Academy: III. Ann Arbor, Mich.: Women's Studies Program, Great Lakes Colleges Association, 1982.

Register, Cheri. "Brief, A-mazing Movements: Dealing with Despair in the Women's Studies Classroom." Women's Studies Newsletter 7 (Fall 1979): 7-10.

Reiter, Rayna Rapp, ed. "The Traffic in Women: Notes on the 'Political Economy' of Sex." Toward an Anthropology of Women. New York: Monthly Review Press, 1975, 157-210.

Rich, Adrienne. "Compulsory Heterosexuality and Lesbian Existence." SIGNS: A Journal of Women in Culture and Society, 5 (Summer, 1980): 631-60.

__________________. "'Disloyal to Civilization': Feminism, Racism, and Gynephobia." CHRYSALIS 7 (1979): 9-27.

__________________. "Taking Women Students Seriously." In On Lies, Secrets, and Silence: Selected Prose, 1966-1978. New York: W. W. Norton, 1979, 237-45.

__________________. "Toward a Woman-Centered University." In Women and the Power to Change, edited by Florence Howe. New York: McGraw-Hill, 1975.

Roberts, Joan I., ed. Beyond Intellectual Sexism: A New Woman, a New Reality. New York: David McKay Co., 1976.

Rochette-Ozzelo, Yvonne. "Women's Studies and Foreign Language Teaching: A New Alliance." In New Frontiers in Foreign Language Education: Selected Papers from the 1980 Central States Conference, edited by Maurice W. Conner. Skokie, Ill.: National Textbooks, 1980, 35-48.

Sadker, Myra, and David Sadker. Between Teacher and Student: Overcoming Sex Bias in Classroom Interaction. Washington, D.C.: American University, n.d.

Schmitz, Betty, and Anne S. Williams. "Forming New Alliances for Women's Studies: The Northern Rockies Program on Women in the Curriculum" Women's Studies Quarterly 2 (Spring 1983): 19-22.

__________. "Seeking Women's Equity through Curricular Reform: Faculty Perceptions of an Experimental Project." Journal of Higher Education 54 (September/October 1983): 556-65.

__________, comp. Sourcebook for Integrating the Study of Women into the Curriculum. Bozeman, Mont.: Northwest Women's Studies Association, 1983.

Schuster, Marilyn R., and Susan Van Dyne. "Transforming the Curriculum: The Changing Classroom, Changing the Institution." Northampton, Mass.: Smith College, 1983.

Seater, B. B., and C. L. Ridgeway. "Role Models, Significant Others, and the Importance of Male Influence on College Women." Sociological Symposium 15 (Spring 1976): 54-56.

"Sexism, Racism and Technological Change." International Journal of Women's Studies, 6 (May/June 1983): 270-87.

Sexist Biases in Sociological Research: Problems and Issues. Washington, D.C.: Project on the Status and Education of Women, Committee on the Status of Women in Sociology, 1980.

Shepela, Sharon Toffey. "Feminist as the Defining Concept in Feminist Psychology." Paper presented at the symposium "Conceptual Frameworks in Feminist Psychology of Women: Theory and Research." Pittsburg, Penn., March 2-5, 1978.

Sherman, Julia A., and Evelyn Torton Beck, eds. The Prism of Sex: Essays in the Sociology of Knowledge. Madison, Wisc.: University of Wisconsin Press, 1979.

Simons, Margaret A. "Racism and Feminism: A Schism in the Sisterhood," Feminist Studies 5 (Summer 1979): 385-401.

Smith, Barbara. "Racism and Women's Studies." Frontiers 5 (1980): 48-49.

__________. "Toward a Black Feminist Criticism." Radical Teacher 7 (March 1978): 20-27.

Spanier, Bonnie B., Alexander Bloom, and Darlene Boroviak, eds. Toward a Balanced Curriculum: A Sourcebook for Intiating Gender Integration Projects. Cambridge, Mass.: Schenkman Publishing Co., Inc., 1984.

BEST COPY AVAILABLE

______________________. "Toward a Balanced Curriculum: The Study of Women at Wheaton College." Change 14 (April 1982): 31-34.

Spelman, Vicky. "Combatting the Marginalization of Black Women in the Classroom." Women's Studies Quarterly 10 (Summer 1982): 15-16.

Spender, Dale, ed. Men's Studies Modified: The Impact of Feminism on the Academic Disciplines. New York: Pergamon Press, Ltd., 1981.

Stimpson, Catherine. "Scholarship about Women: The State of the Art." Women's Studies and the Curriculum. Winston-Salem, N.C.: Salem College, 1983.

Stowe, Harriet Beecher. Uncle Tom's Cabin. New York: Bantam Classics Series, 1981.

Swerdlow, Amy, and Hannah Lessinger, eds. Class, Race, and Sex: The Dynamics of Control. Boston: G. K. Hall, 1983.

"Transforming the Traditional Curriculum: A Special Feature." Women's Studies Quarterly 10 (Spring 1982): 19-31.

Triplette, Marianne, ed. Women's Studies and the Curriculum. Winston-Salem, N.C.: Salem College, 1983.

Walker, Alice. The Color Purple. New York: Washington Square Press, 1983.

Washington, Mary Helen. "How Racial Differences Helped Us Discover Our Sameness." Ms., September 1981, 60-63.

Westkott, Marcia. "Feminist Criticism of the Social Sciences." Harvard Educational Review 49 (November 1979): 422-30.

Wiesel, Elie. Dawn. New York: Bantam, 1982.

Wiesenthal. The Sunflower: With a Symposium. New York: Schocken, 1977.

Wollstonecraft, Mary. Mary, A Fiction. New York: Schocken, 1977.

"Women and Education." Harvard Educational Review 49 (November 1979) and 50 (February 1980).

Zimmerman, Bonnie. "What Has Never Been: An Overview of Lesbian Feminist Literary Criticism." Feminist Studies 7 (Fall 1981): 451-75.

BEST COPY AVAILABLE

As academic feminists engaged in women's studies, curriculum integration, and the effort to help transform a college or university, we may feel that we and our work are like "drops of water falling on the stone," that our work is ephemeral, at best. But it can be reassuring to keep in mind that "as time goes by/The rock will wear away."

JoAnn M. Fritsche

Can we be like drops of water
falling on the stone
Splashing, breaking, dispersing
in air
Weaker than the stone by far
But be aware that as time goes by
The rock will wear away
And the water comes again

"The Rock Will Wear Away," by Meg Christian and Holly Near, © 1976, Thumbelina Music (BMI) and Hereford Music (ASCAP). All rights reserved. Lyrics reprinted with permission.